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ABSTRACT

This report evaluates nine projects geared toward economically disadvantaged youth with low employment potential, who are having or are likely to have difficulties with school work. The programs are: the Neighborhood Youth Corps, designed to provide paid work experience for young men and women, ages 16 to 21; the Rotary Sponsor Project, which provides companions for fatherless adolescent boys; the Storefront Schools, for children who cannot function in a classroom; Basic Education Student Training Program, to help girls develop skills and attitudes helpful to them vocationally; Manpower Training Program; the Missouri Cooperative Work Program for the Mentally and Physically Handicapped; the Central Placement Service, to help school district personnel find jobs for students; the Work-Study Program; and, the Rotary-Board of Education Double E Program (Education, Employment), for high school dropouts. (KG)

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THE SCHOOL DISTRICT OF KANSAS CITY, MISSOURI

YOUTH ADJUSTMENT PROGRAMS
IN THE
KANSAS CITY SCHOOLS

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UD009712

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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DEPARTMENT OF RESEARCH AND DEVELOPMENT

June 1968

FOREWORD

During the past several years there has evolved in this school district several projects aimed toward serving essentially the same youth population. The targets of these programs are youth who are generally described as those having, or likely to have, difficulties with school work, and/or those with low employment potential, and/or having economic needs. Most of these programs are sponsored locally, but some have either Federal or private foundation funding.

As the programs grew and flourished it seemed desirable to take stock of the programs being offered and to try to detect the inter-relationships that might be found to exist among them. A major goal for such an examination was to detect areas of duplication and to also detect areas in which program services might be beneficial, but which had been overlooked because of the inadequate conceptualization of a coordinated network of programs. Such an examination should also lead to maximum funding effectiveness.

The reports contained in this compendium represent a first step. As planned initially the project would include four phases as follows: (a) identify the various projects in operation, (b) describe each project as operated currently, (c) compare projects for similarities or differences in emphases, and (d) conduct second phase studies to provide a data base for evaluation and suggestions. A research assistant, funded with money from the Work-Study program, was added to this department in order to collect the data necessary for such reports. The research assistant worked half-time on this project and half-time on the Work-Study project.

Nine operating programs were identified and selected for study. A reporting format adaptable to all nine operations was developed and applied in the collection of data. This was done so that it would be possible to compare programs on common bases.

The reports in this compendium are the product of the first two phases of this project, but probably represent the end product. The research assistant was not funded for a second year and at this point it seems unlikely that there will be sufficient staff time available to complete the project beyond this point.

The writer wishes to thank all of the project directors and others who gave so generously and cooperatively of their time so that the reports included here could be completed.

Clyde J. Baer, General Director
Department of Research & Development

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YOUTH ADJUSTMENT PROGRAMS IN KANSAS CITY SCHOOLS:

THE NEIGHBORHOOD YOUTH CORPS

Joseph A. Herdler, Research Assistant
Department of Research and Development

THE SCHOOL DISTRICT OF KANSAS CITY, MISSOURI
DEPARTMENT OF RESEARCH AND DEVELOPMENT

November, 1966

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INTRODUCTION

For the past two years the School District of Kansas City, Missouri, has been a sponsor for the Neighborhood Youth Corps or NYC. The Youth Corps is a program designed to provide paid work experience for young men and women, ages sixteen to twenty-one, from low-income families (1, p.1).

The fourth and current Youth Corps project sponsored by the School District of Kansas City, Missouri, was started September 19, 1966. The total number of enrollments between the time the program began in May, 1965, and the end of the summer program in September, 1966, has been 1,028. Over that period 196,065 hours have been worked, an average of 190.72 per enrollee, and $245,074 has been paid in wages, an average of $238.40 per enrollee (Appendix A).

HISTORY AND BACKGROUND OF THE PROGRAM

When the 88th Congress enacted the Economic Opportunity Act of 1964, (OEA), they included in the opening paragraph entitled "Findings and Declaration of Purpose" the following statement of program philosophy.

> The United States can achieve its full economic and social potential as a nation only if every individual has the opportunity to contribute to the full extent of his capabilities and to participate in the workings of our society. It is therefore the policy of the United States to eliminate the paradox of poverty in the midst of plenty in this nation by opening to everyone the opportunity to work and the opportunity to live in decency and dignity (2, p.1).

The OEA bill contains the following statement of objectives found under "Title 1B" and the heading "Work Training Programs."

> The purpose of this part is to provide useful work experience opportunities for unemployed young men and young women...so that their employability may be increased or their education resumed or continued ...(and to provide) service in the public interest that would otherwise not be provided (2, p.5).

An elaboration of these objectives was made in Program Standard 1-65. It stated that there would be an attempt:

> To focus on those youth who in addition to being economically underprivileged, have poor school or attendance records and low grades, lack motivation, are generally apprehensive of everyone and have few if any skills (3, p.2).

The first NYC program under OEA was begun in January, 1965, in New Jersey marking the beginning of the nationwide program (4, p.3).

ORGANIZATION OF THE NATIONAL PROGRAM

The national program is administered by the Department of Labor as authorized under "Title 1B". Seven Regional Offices have been established and located according to the population distribution of the United States. They are in New York City, New York; Washington, D.C.; Atlanta, Georgia; Chicago, Illinois; Dallas, Texas; Kansas City, Missouri; and San Francisco, California.

SPONSORS

Local sponsors administer the NYC at the community level. A sponsor must be either a state or local public agency or a non-profit organization other than a political party or religious group (except under special circumstances [5]) and must be capable of operating any project proposed (2, p.6).

Sponsors have responsibilities in the following areas:

1. The sponsor of a program is required to specify the geographic boundary to be served and to indicate any particular area within that boundary from which a high concentration of youth eligible for the program might be found. The following criteria (4, p.6), in addition to financial criteria, are to be considered for selecting the school youth who might benefit

from the program:

a. marginal school achievement
b. language deficiencies
c. poor school attendance records
d. potential dropouts
e. frequent disciplinary problems
f. lack of motivation
g. emotional or attitudinal problems requiring personal adjustment assistance

2. The sponsor is asked to provide such data as are available which would indicate economic need within each of these areas such as the extent of unemployment, average family income and the percentage of population on welfare. The sources of this information must also be specified (6, p.3).

3. The sponsor is required to establish the enrollment capacity of any proposed program specifying the separate needs for male and female enrollees (6, p.5).

4. The sponsor is required to see that certain conditions of employment are met. "Item VI" of the Contract Proposal states:

> Enrollees shall be employed either on publicly owned and operated facilities and projects, or on local projects sponsored by non-profit organizations. The employment must be designed to keep an enrollee occupied with useful work during his time on the job, must be adequately supervised, must not displace any employed worker, must contribute to the public interest, and must not violate any collective bargaining agreement (6, p.7).

5. In "Section 50.24" of the Rules and Regulations, Part 50, Neighborhood Youth Corps Projects for Unemployed Youth, under the heading "Supervision; Counseling, and Job-Placement," the following is stated:

> The sponsor shall provide competent work supervision of enrollees and counseling and guidance as may be needed to assist enrollees in adjusting to the work situation and in planning their vocational goals (7, p. 18421).

6. NYC sponsors are responsible for the safety of youth enrolled in their projects and are required to provide supervision for an effective

safety program. Government pamphlets are available to aid in this program (8).

7. Sponsors are required to file monthly activity reports with the NYC Reports Central Desk in Washington, D.C. NYC Form 9 is used for this purpose (9).

8. Sponsors of projects for in-school youth are required to provide pre-enrollment counseling. When considerable counseling and guidance has been provided as part of the regular school program, existing school records may be adequate for determining the needs of the enrollee.

A description of required initial counseling to be carried out by the sponsor is stated in Program Standard 1-65 as follows:

> As a part of the recruitment process enrollees must receive pre-enrollment counseling. This counseling should be provided by professional personnel who are capable of determining the youth's interests and potentialities. Such determination shall be based on a comprehensive evaluation of the individual's achievements, aptitudes, interests, abilities, personal and social adjustments, work experience, health, personal traits, financial resources and other pertinent data. . . (3, p. 6).

9. Assistance of out-of-school youth by the NYC is not intended to encourage school dropout on the part of in-school enrollees or other students attracted by the longer work week of the out-of-school program. The sponsors of out-of-school projects are required to ascertain dropout dates for all enrollees. If the withdrawal is within six months of application to NYC, the sponsor is required to determine if a return to school is in the best interest of the youth. If a return to school is not in his best interest, he may be considered for enrollment in an out-of-school program. If it is determined that a return to school is in his best interest, he should be encouraged to re-enroll in school and given assistance, and if possible,

placed in an in-school project. Sponsors must maintain a record of justification for all youth who have enrolled in NYC out-of-school projects and who have withdrawn from school within the six-month period (3, p. 8).

SUB-CONTRACTORS

The Federal Government provides 90% of the total program cost of NYC. The remaining 10% is provided by cooperating agencies in the form of supervisory time. These agencies actually employ the young people enrolled in NYC and are called "sub-contractors". Sub-contractors are required to meet the same qualifications as local sponsors, except of course, they do not operate programs. Their role is employing the enrollees and providing job supervision for them equivalent to 10% of total program cost. This is their total expense. NYC enrollees assigned to sub-contractors cannot displace regular employees. They are personnel in addition to those ordinarily employed to perform the usual duties (7, p. 18422).

ORGANIZATION OF THE LOCAL PROGRAM

Three plans of employment are possible within the NYC program: (1) the in-school program, (2) the summer program, and (3) the out-of-school program. The School District of Kansas City, Missouri, sponsors only the first two types of plans. To qualify for them an applicant must be enrolled in school. Catholic Family and Community Services, Diocese of Kansas City and St. Joseph, Missouri, Incorporated, is the local sponsor for the third (1, p. 2).

LOCAL RESPONSIBILITY AND AUTHORITY

The Board of Education of the School District of Kansas City, Missouri, as director of that District, has power of direction and control over any NYC program in which the District is involved. The President of the Board authorizes all contracts of sponsorship. The line of responsibility is shown in Figure I (10, p. 1).

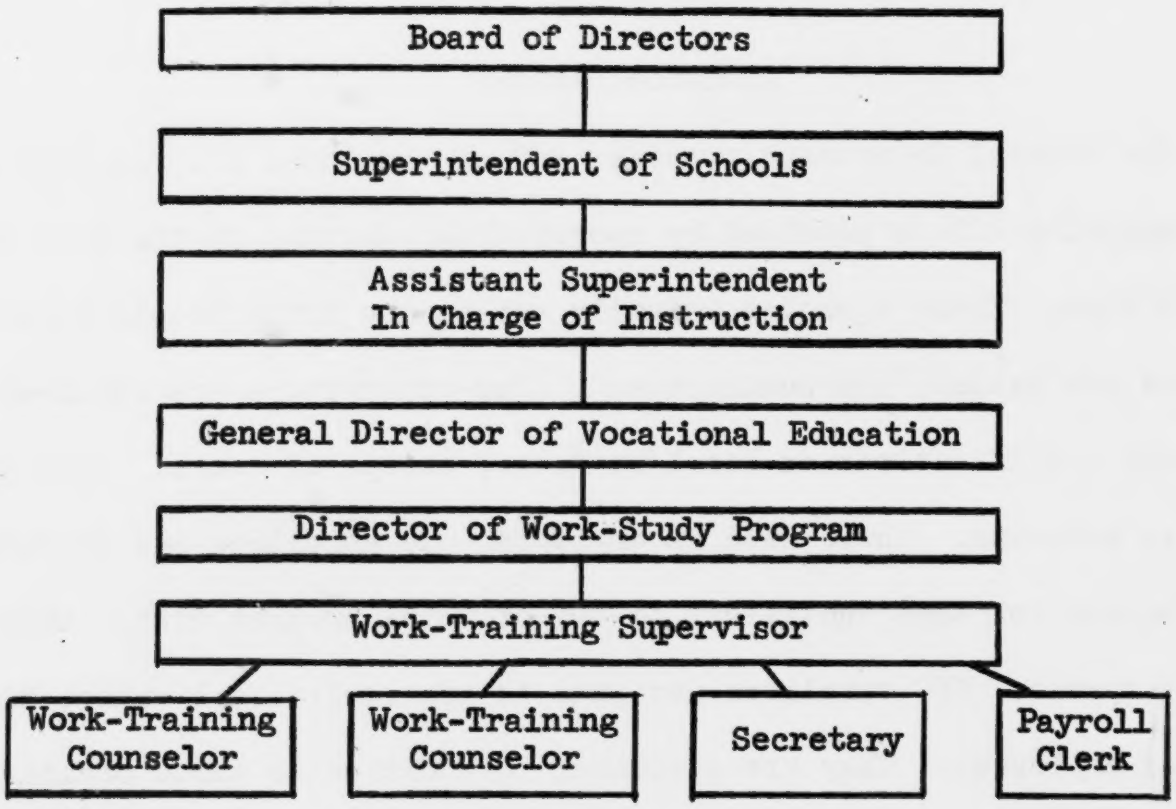
Board of Directors
Superintendent of Schools
Assistant Superintendent In Charge of Instruction
General Director of Vocational Education
Director of Work-Study Program
Work-Training Supervisor
Work-Training Counselor
Work-Training Counselor
Secretary
Payroll Clerk

Figure I.

BRIEF DESCRIPTIONS OF LOCAL ADMINISTRATIVE POSITIONS

1. The Director of the Work-Study Program devotes 15% of his time to NYC. He has responsibility for the overall operation of the project. He checks periodically to ensure that all specifications of contracts are being followed. Additionally he provides basic program guidelines and sets policy.

2. The Work-Training Supervisor is employed full-time by NYC. He maintains a close working relationship with school personnel concerned with program, with employers and with supervisors of enrollees. He determines the eligibility of each individual, reports all personnel changes to the Department of Personnel, and maintains appropriate records for each enrollee.

3. The Work-Training Counselors are also full-time NYC employees. Specified job requirements for the position are: some training experience such as teaching experience, some training in guidance and counseling, and a Master's Degree. The Work-Training Counselor holds individual conferences with each sub-contractor's supervisor for purposes of explaining the program in detail. He arranges for counseling interviews with each enrollee whenever it is either requested by the employer or work supervisor, or is otherwise thought desirable or necessary (6, p. 98).

YOUTH IN THE PROGRAM

Applicants for NYC must be sixteen years old but not yet twenty-two in order to qualify. There are no restrictions with regard to sex, sect, race or ethnic origin. Each applicant must have a social security number, and have his parent's signature on his application (3, p. 3).

To qualify as a member of a poverty family the income of the youth's family cannot exceed that shown in Table I. This table shows income standards which have been in effect since February 28, 1966 (3, p. 3). Table II shows income standards prior to that time (11, p. 2).

The enrollees earn $1.25 per hour for hours spent working or for counseling periods held at the job site (6, p. 2). They are not paid for counseling periods away from the job sites. The enrollees are limited to 15 hours of work per week during the in-school program and 32 hours per week during the summer program (1, p. 2).

TABLE I

Maximum Allowable Income for Families of NYC Applicants
(In Effect Since February 28, 1966)

POVERTY FAMILIES: INCOME BY SIZE OF FAMILY

Family Size	Income	Family Size	Income
Unrelated		7	$4,685
Individual	$1,540	8	5,235
2	1,990	9	5,785
3	2,440	10	6,335
4	3,130	11	6,885
5	3,685	12	7,435
6	4,135	13	7,985

If a youth is from a family which has more than thirteen members, add $550.00 for each additional member. In instances in which the head of the household has been unemployed for a period in excess of 15 weeks prior to the youth's application for enrollment, any income from wages by the household head prior to unemployment will not be counted to determine the family income, except for seasonal employment.

TABLE II

Maximum Allowable Income for Families of NYC Applicants
(In Effect Prior to February 28, 1966)

POVERTY FAMILIES: INCOME BY INDIVIDUAL AND SIZE OF FAMILY

Family Size	Income (Non-Farm)	Income* (Farm)
Unrelated Individual	$1,540	$1,080
2	1,990	1,400
3	2,440	1,710
4	3,130	2,200
5	3,685	2,580
6	4,135	2,900
7 or more	5,090	3,560

The new dollar levels are based on 23 cents per meal and $1.40 daily for other expenses of each family member. Provision is also made in the definition for lower food and shelter costs in farm areas.

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*The poverty income levels of farm families are based on 75% of the income of non-farm families.

COUNSELING IN THE PROGRAM

The stated requirements for counseling allow for considerable interpretation and ingenuity on the part of sponsors in developing counseling programs. There is apparently considerable justification for the latitude allowed in this area, both because of differing theoretical positions in this field and because of the nature of the counseling situation. The task of assisting a group of adolescents to adjust to their jobs is no small one when the group chosen represents a bias for members with low motivation, emotional or attitudinal problems and frequent disciplinary problems.

Counseling in the Local In-School Program

Except for group enrollment meetings held at the beginning of the school district's program in the summer of 1965, all counseling of enrollees has been conducted on an individual basis. During the in-school program one full-time and one half-time counselor have met with the enrollees. During the summer program two full-time and one half-time counselors were employed. A counseling technique found effective in this program has been one of "observation-reporting". This method requires the counselor to visit a job-station while the enrollee is engaged at his task. The observation report form is entirely unstructured except for heading information. Many of these reports have revealed information about the individual enrollees and their particular stories of development and adjustment. The process of observing does little to distract the enrollees from their jobs and allows the counselor-observer to witness a young person's work habits and how he gets along with those around him. A counseling period at the job site, (for which the enrollee is compensated), is included as part of the observation report.

According to the work-training counselors now active in the program, it is desirable, when possible, to conduct counseling periods before an enrollee gets into difficulty on the job. They feel that when the first meeting between counselor and enrollee occurs under crisis conditions, too often the counselor is seen as a "policeman" by the youngster. On the other hand, when the only reasons for their meeting are those of reassuring the enrollee and establishing communications between the two, a good deal of rapport often results. These pre-established relationships are often of invaluable aid in later emergency counseling periods when enrollees are confronted with difficulties (13).

According to the counselors, the greatest incentive that the young people have is the money they earn. In effect, from the enrollees viewpoint, goals become less remote and abstract, and there is a reassuring regularity to paydays (13).

A recurring question asked by enrollees during counseling interviews concerns their interest in how they might bridge the difference between their wage-scale and the much higher wage-scale of the regular employees around them. The usual reply is that a better-paying job begins with a high school diploma. The enrollees almost always accept this as the way things must be done, not so much because they believe that high school training helps them to do their jobs better, but rather that it is society's price for better-paying employment.

The "observation reports" have further revealed that "job drudgery", that is, extreme fatigue and boredom, is not an important problem with NYC enrollees. The program design does much to eliminate conditions which would cuase such difficulties. The design is such that the sub-contractors who employ the enrollees do not invest capital for their wages. It further provides that enrollees cannot displace regular employees; they are additional help in excess of those normally needed to do all the work. The sub-contractors are therefore less pressed to consider the young people's output of work as important to the overall effectiveness and output of the employing organization (13).

The NYC Program provides orientation for its sub-contractors at both the managerial and supervisory levels. They are briefed on program goals and on the problems peculiar to working with disadvantaged youth. A "Handbook for Work Supervisors" is furnished from the Government Printing Office (12).

Friction between an enrollee and his supervisor often develops shortly after an organization becomes an employer. This is almost always limited to job situations which employ non-professional foremen such as custodial or food service placements. Characteristically these supervisory persons expect more productive and conforming behavior from the enrollees than they are inititally capable of giving. Intervention on the part of management personnel or a visit with the supervisor and the enrollee by one of the work-training counselors is then required to communicate program goals to both individuals. Such incidents are almost non-existant in organizations which have participated as sub-contractors for more than a few weeks.

Counseling in Future Local In-School Programs

The use of regular group counseling is planned during the in-school project of 1966-67. It is proposed that groups of from eight to ten enrollees meet for one hour periods ten times during the school year.

An attempt to measure facets of the self-concept of individuals in future groups of enrollees is under consideration. The plan as presently conceived would utilize a "self-concept inventory". Enrollees would be asked to complete the inventory as part of the enrollment process, and again when a specific project ended or when individual enrollees left NYC for other reasons (14).

CONCLUSIONS

The Neighborhood Youth Corps was enabled by the Economic Opportunity Act of 1964 and began its first program in January 1965 in New Jersey. The intent of the NYC was to provide job opportunities for young people, aged sixteen to twenty-one, who were disadvantaged financially and who had a history and prognosis of poor school and personal adjustment.

The School District of Kansas City, Missouri, became a sponsor for in-school and summer programs in May, 1965. These programs have been a factor in allowing a number of students with financial and social problems to remain enrolled in school by providing them with part-time paid employment, on-the-job training, and vocational and personal counseling.

In July, 1966, the Institute for Community Studies, Kansas City, Missouri, contracted with the Office of Economic Opportunities to evaluate all of the Community Action Programs and related programs in Kansas City, Missouri. This includes the NYC. Until this evaluation is completed, any quantified assessment about the program's effectiveness or any comparisons with the NYC nationally or other local youth adjustment programs will have to be deferred.

ENROLLMENT, PAYROLL AND COUNSELING DATA FOR NEIGHBORHOOD YOUTH CORPS COUNSELING PROJECTS SPONSORED BY THE SCHOOL DISTRICT OF KANSAS CITY, MISSOURI FOR THE PERIOD MAY, 1965 TO SEPTEMBER, 1966

Project	Number of Enrollees			Terminations Before Completion of Project			Number of Hours Compensated		Wages Earned		Counseling Interviews	
	Male	Female	Total	Male	Female	Total	Total	Average Per Enrollee	Total	Average Per Enrollee	Total	Average Per Enrollee
Summer 1965	196	142	338	29	16	45	74,348	220.0	$92,935	$274.95	820	2.43
In-School 1965-66	149	116	265	33	14	47	47,216	178.2	59,013	222.69	547	2.64
Summer 1966	246	179	425	42	25	67	74,501	175.3	93,126	219.12	616	1.45
Totals For All Projects	591	573	1028	104	55	159	196,065	190.72	245,074	238,40	1983	1.93

APPENDIX B

SUB-CONTRACTORS WHO PARTICIPATED IN ONE OR MORE PROJECTS OF THE NEIGHBORHOOD YOUTH CORPS PROGRAM SPONSORED BY THE SCHOOL DISTRICT OF KANSAS CITY, MISSOURI, BETWEEN MAY, 1965, AND SEPTEMBER, 1966.

Carver Neighborhood House
Cerebral Palsy Center
Della C. Lamb Neighborhood House
Don Bosco Community Center
Downtown Hospital
110th Engineer Battalion, MoARNG
146th Engineer Battalion, MoARNG
Gillis Home for Children
Goodwill Industries
Greater Kansas City Foundation for Exceptional Children
Home for Jewish Aged
Housing Authority of Kansas City, Missouri
Jackson County Civil Defense
Jefferson Home
Jewish Community Center
Jewish Vocational Service
Kansas City Museum
League of Women Voters
Mattie Rhodes Center
Menorah Medical Center
Mid-Town Pre-School Foundation, Incorporated
Minute Circle Friendly House
Missouri Army National Guard
Missouri Board of Training Schools
Missouri Commission on Civil Rights
Mutual Help
Northeast Community Center
Office of Economic Opportunity
Park Department of Kansas City, Missouri
Pre-School for Visually Handicapped
Project Head Start
Recreation Division of Kansas City, Missouri
Rehabilitation Institute
The Salvation Army Day Care Center
The School District of Kansas City, Missouri
Trinity Lutheran Hospital
United Inner-City Services
Visiting Nurse Association
Downtown Young Men's Christian Association

APPENDIX C

TITLES OF JOBS PERFORMED BY ENROLLEES OF THE NEIGHBORHOOD YOUTH CORPS PROGRAM SPONSORED BY THE SCHOOL DISTRICT OF KANSAS CITY, MISSOURI, FOR THE PERIOD MAY, 1965, AND SEPTEMBER, 1966

Artist Assistant
Cafeteria Assistant
Classroom Assistant
Clerk-General Office
Clinic Aide
Drama Specialist
General Maintenance (worker)
Housekeeper
Landscape Assistant
Messenger
Nurse's Aide
Nursery School Teacher Assistant
Orderly
Recreation Aide
Sheltered Workshop Helper
Stock Clerk
Stock and Sales Clerk
Junior Swimming Instructor
Teacher's Aide
Youth Leader Assistant

LIST OF REFERENCES

1. U. S. Department of Labor, American Youth at Work, 1966.
2. U.S. Congress, Economic Opportunity Act of 1964, Public Law 452-88th Cong., 2nd Sess., 1964, p. 1.
3. U. S. Department of Labor, Program Standard 1-65 (Revised), 1966.
4. U. S. Department of Labor, From a World of Poverty to a Life of Hope, 1966.
5. U. S. Department of Labor, Policy Directive 3-65 (Revised), 1966.
6. U. S. Department of Labor, Neighborhood Youth Corps Project Proposal No. 55-0089-27-5-029.000, 1965.
7. U. S. Federal Register, XXIX, Part 251.
8. U. S. Department of Labor, Technical Aid No. 6-65, 1965.
9. U. S. Department of Labor, Instructions for Preparation of NYC Sponsor's Activity Report NYC-9, 1966.
10. The School District of Kansas City, Missouri, A Work-Training Program for In-School Youth, 1965.
11. U. S. Department of Labor, Program Standard 1-65, 1965.
12. U. S. Department of Labor, Technical Aid No. 2-65, 1965.
13. Interview With Work-Training Supervisor, Oct. 25, 1966.
14. Interview With Work-Training Supervisor, Oct. 6, 1966.

YOUTH ADJUSTMENT PROGRAMS IN KANSAS CITY SCHOOLS

ROTARY SPONSOR PROJECT

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Department of Research and Development

THE SCHOOL DISTRICT OF KANSAS CITY, MISSOURI
DEPARTMENT OF RESEARCH AND DEVELOPMENT

February, 1967

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INTRODUCTION

The Rotary Sponsor Project was begun in 1958 by a group of Rotarians who were concerned about the needs of fatherless adolescent boys in the Kansas City area. These men collaborated with the Visiting Teacher Department (now Home-School Coordination Department) in the development of a program which would help prevent delinquency by establishing "... a personal, helpful, 'caring' relationship between one man and one boy (1, p. 1)."

Since that time the size of the project has increased and its organization has grown more complex, but its purposes have not changed. Project enrollment for the school year 1965-66 was fifty-two boys sponsored by forty-seven Rotarians. A total involvement of 106 boys and sixty-one Rotarians included boys awaiting sponsorship and Rotarians working in non-sponsorship capacities. Project records were not kept during the early years of the project. The total number of boys served during the nine years is uncertain (2).

HISTORY AND BACKGROUND OF THE PROGRAM

For the first two years of the project, the assignment of boys, the pairing of boys and sponsors, and the handling of the ensuing relationships were all carried out in a rather intuitive manner. There was a general desire to "do something" for these boys, and the number of successful relationships was quite high (1, p.3).

The project was quite informal at first. Visiting Teachers selected boys whom they believed would benefit from such a program and they, in turn, were paired with Rotarians who had volunteered to be sponsors. The number of men involved at this time was small but they were highly motivated and the project seemed to operate almost spontaneously. By the end of the first year fourteen boys were sponsored by fourteen Rotarians.

The inclusion of several seriously maladjusted boys who needed professional help served to discourage and frustrate some of the early sponsors. In an effort to better define the project's goals and potentials, two consultants were retained between 1960 and 1964 on an intermittent basis. These were Mary Conway Kohler, former Judge of the San Francisco Juvenile Court, and Jan B. Roosa, Ph.D., a local clinical psychologist. As a result of Mrs. Kohler's advice the full-time position of Project Director was created, and the present screening procedures were established to help insure that the boys referred would be capable of responding positively to a sponsor-boy relationship. Dr. Roosa acted as a consultant to the Director during his first year with the program.

Beginning in 1962 a Professional Advisory Committee was formed. It was made up of some twenty interested citizens of Greater Kansas City; professionals representing the disciplines of Welfare, Psychology, Social Work, Psychiatry, Law, and Sociology. All were directly involved with children's programs or with their assessment. They were called upon to assist in overall program decisions, in matters involving individual boys, and in orienting sponsors and camp staff. After one year of service, project format and guidelines were adequately established and the Professional Advisory Committee was dissolved.

PROGRAM PHILOSOPHY AND GOALS

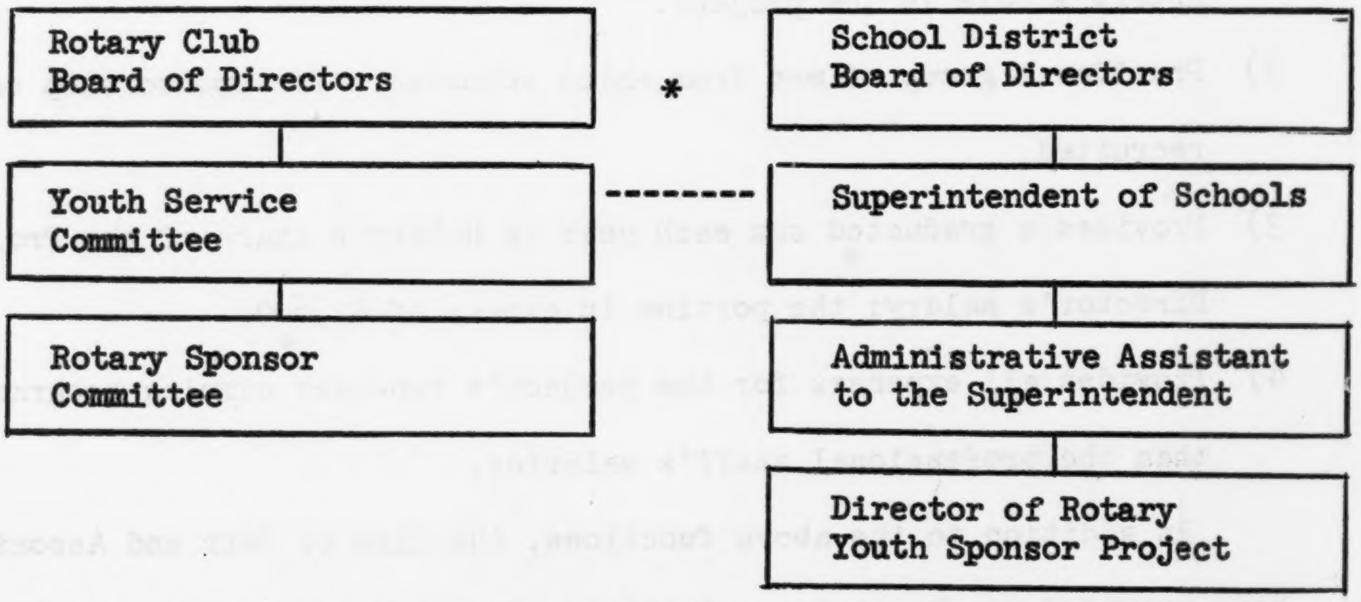
The Rotary Sponsors operate on the premise that a friendly, caring relationship between a boy and a man tends to improve the boy's concept of himself and gives him the basis for masculine identity. It is also believed that shared experiences during the relationship will provide the boy a broader view of life beyond the restrictions of his established "environmental rut".

The Rotary Sponsors seek to assist the boy to develop feelings of dignity and self-worth in order to develop a healthy mental framework upon which he can base life goals more appropriate than those he might adopt without the sponsoring relationship (2).

PROGRAM AUTHORITY

The Rotary Sponsor Project is co-sponsored by the Rotary Club of Kansas City, Missouri, and the School District of Kansas City, Missouri. The line of responsibility is shown in Figure I.

FIGURE I


Rotary Club Board of Directors
*
School District Board of Directors
Youth Service Committee
Superintendent of Schools
Rotary Sponsor Committee
Administrative Assistant to the Superintendent
Director of Rotary Youth Sponsor Project

*Mr. James A. Hazlett, Superintendent of Schools, is also a member of the Rotary Club. He has served in an advisory capacity since the project began.

Responsibility of the School District

As project co-sponsor, the school district fulfills the following responsibilities:

1) Provides a full-time professional Project Director from the staff of Home-School Coordinators.
2) Provides secretarial service, office space, and materials.
3) Screens and processes all referrals.
4) Provides $3,600 annually as the school district's share of the Project Director's salary.
5) Provides the professional staff's salaries for the two-week camp session (in 1966 - $3,000).

Responsibility of the Rotary Club

As project co-sponsor, the Rotary Club fulfills the following responsibilities:

1) Provides a Youth Sponsor Committee to formulate policy with respect to Rotary's role in the project.
2) Provides a group of men from which volunteers for sponsorship can be recruited.
3) Provides a graduated sum each year as Rotary's share of the Project Director's salary; the portion in excess of $3,600.
4) Provides all expenses for the project's two-week camping program other than the professional staff's salaries.

In addition to the above functions, the firm of Carr and Associates have provided psychometric evaluations of certain project boys as a special Rotary service.

THE PROGRAM

Staff

The Rotary Youth Sponsor Project has a permanent staff of one: the Project Director. His annual contract is for twelve months. Secretarial services are provided by the Department of Psychological Services. During the summer, a professional staff of some 14 members is retained to operate a two-week camp program for project boys.

There have been but two full-time Project Directors, both of whom were selected from the staff of the Home-School Coordination Department. The present Director has held the title since 1962.

The responsibilities of the job are quite diversified and include: soliciting and reviewing referrals, developing relationships with prospective sponsors, matching boy and sponsor, conducting case-work service with the families of project boys, acting as consultant to the Rotary Sponsor Committee, and developing and directing the camp program.

In addition, the Director maintains a close relationship with each boy and his sponsor in an attempt to facilitate their interaction. This supportive role is one of the most pivotal factors in the success of the program. At any given time the Director might be checking a boy's grades and attendance, appearing in his behalf in Juvenile Court, taking him to get a haircut, or visiting his home in an effort to solve a family problem.

As the relationship between sponsor and boy develops, the sponsor replaces the Director in this supportive capacity to some extent. In addition, the sponsor increasingly utilizes his own sphere of influence in the boy's behalf. In effect, the boy has the benefit of two responsible men operating in his interest.

Sponsors

Sponsors are selected from Rotarians who have volunteered their services. One description of the type of men sought for the role was "...mature, stable, personable men of good character who are willing to take time to help unfortunate youngsters toward good citizenship without assuming any legal or financial responsibility for them (1, p.6.)"

Because the relationship is to be one of caring and friendship, it is important that the sponsor set aside a special time to be with his boy. At first, while the two are getting to know each other, short frequent visits are usually more comfortable. Later, when better acquainted they can arrange their meetings according to their pleasure.

Experience has indicated that a sponsor need not spend large sums of money on his boy. In our society a successful man's time is often exchanged for dollars. In a sponsoring relationship there can be no substitute. Beyond an occasional couple of hamburgers or an evening's recreation, there should be but negligible cost to the sponsor. Rather, his priceless time and concern are solicited.

The role of sponsor is not to "take the place" of the boy's father, yet, ideally, he will provide the type of masculine model which successful fathers usually provide; one with which the boy can identify. This is a particular challenge for Rotarians, most of whom fill executive and professional occupational roles. Few of the sponsored boys can look forward to such advanced vocational goals. There are no "pat" answers for solving this difficulty, but many successful sponsoring relationships to date indicate that it can be done.

A good sponsor is someone his boy can trust, a friend who can share a "fun time" or a serious discussion. Each boy should be reassured in many ways that his sponsor is aware of his successes and his problems, and above all, that he cares.

In order to allow the active sponsors to learn from each other's experiences, they are divided into two groups. Each group meets once each month to discuss individual cases and problems. Prospective sponsors are invited to these meetings in order to gain insight into their role as sponsors. These sessions are led by a group chairman selected by the group members. Outside reference people, including the Project Director, are occasionally invited to attend.

YOUTH IN THE PROGRAM

In order to qualify for the Rotary Youth Sponsor Project, a boy must be between the ages of eight and fourteen, his mental ability must be average or above, and he must possess no established character-personality damage or deep-seated emotional maladjustment (2, p.1). Each case is considered on its own merit and the uniqueness of each is recognized.

Selection is limited to boys in the Kansas City, Missouri School District. However, a boy who is sponsored will not be dropped if he moves to a neighbor community or is institutionalized.

Preference in selection is given to boys who appear to be reacting to the lack of male influence in their lives, and who likely will learn to relate with a sponsor. The boy's parent(s) must approve of his participation in the project.

Referral and Assignment

Each boy is referred to the project by a Home-School Coordinator, a principal, or a counselor who has worked with his case and is familiar with his family and school situations. Application is made on a Referral - Youth Sponsor Project form which lists vital data about the boy and his family and provides space for a written case summary. A copy of this form appears in the appendix.

Upon receipt of the completed referral form, the Project Director initiates the following processing procedure:

1) A review of the referral is made to ascertain the boy's basic qualifications.
2) An interview is held with the referring person.
3) An interview is held with the referred boy.
4) Contact is established with the home.
5) A review of the referral is made with the boy's principal, counselors, and teachers.
6) A first meeting between sponsor and boy is arranged to take place at school.

Case Termination

The sponsoring relationship may be dissolved by mutual consent of the boy, the sponsor, and the director. Normally this occurs when the boy leaves the school system. This does not necessitate an end to the sponsor-boy friendship. However, school responsibility ends with an assignment termination.

THE CAMP PROGRAM

The inclusion of a camping program as part of the Rotary Youth Sponsor Project was quite reasonable, since the Rotarians own a well-equipped camp near Lake Jacomo, a few miles east of Downtown Kansas City.

The camping program for project boys was begun in 1959 and for several years did not differ essentially from those offered in other suburban camps. In the summer of 1964 a new program format was begun which expanded the camping experience. That year twenty-three project boys participated in a "...program of a therapeutic nature within a camp setting...based upon (a) review of the boy's needs...(3, p.46)."

Most of the boys selected for the project had a history of inappropriate behavior in the school setting and a recognized lack of positive male influence in their lives. (Several boys from the Jackson County Correctional Institutions have been included among the campers each year.) The rationale for the therapetuic camp was based upon "...the initial hypothesis that a psychologically oriented camp atmosphere offering opportunity for social and emotional growth would lead to positive peer and adult relationships. Improvement of the concept of self evolved as a specific focus (3, p.47)." It was believed that the positive insightful experiences of such a camp would be particularly effective because for its two-week duration the boys could "...integrate this insight..." rather than losing it by quickly returning to their same peer and family environment.

The camping program has been kept flexible. It is modified from year to year to include promising ideas and to discontinue those which have been found less effective. The following paragraphs describe some of the features of the past three sessions.

Two grouping methods were tried in different years. In 1964 and 1965 the campers were divided into familial groups, each with an age range of from eight or nine to sixteen. In 1966 the various groups contained boys of about the same age. Each group during the past three summers had a male counselor assigned to allow the boys an opportunity to relate with a male-dominated group in contrast to the female-dominated households from which most of them came.

The schedule of all three camping sessions included periods of about one hour each day in which the boys attended group meetings (called "Psych" classes). These were designed to allow the campers to vent their feelings which ordinarily they held in check, and to deal with these feelings in a socially acceptable manner. Various methods of role-playing were used, especially that of playing out a situation by boys not involved. Following the role-playing, each boy was asked to respond to the situation. All were encouraged to interact freely. Transcripts of these group sessions were used by the staff to help indicate the direction of the next day's session.

Smaller group meetings were conducted in the individual cabins after "lights-out" and before the boys fell asleep. Some of the most poignant and personal discussions took place at this time of day when all that separated a city boy from the night sounds in the woods was a blanket and a screen.

Another feature of the three camp sessions was a major work project designed to add a permanent physical improvement to the camp. These projects were arranged to encourage boys and men to work together at a difficult physical task for several hours a day. These work periods allowed various groups of boys to cooperate toward a concrete goal; one which they would see progressing daily at a speed commensurate with the effort invested by all. These work periods provided considerable discussion material for the group meetings. In 1964 the campers built an obstacle course, in 1965, an adirondack cabin, and in 1966, a front wall and patio for the cabin.

Beginning in 1965, a barbecue was made a part of the camping program. It was scheduled for the final Saturday night of the two-weeks session and required about two days preparation. The boys cut hardwood trees, carried them to the site and cut them to size. They dug the pit and lined it with rocks, assembled the spit made of iron pipe, and selected which boys would stand the one-hour shifts during the thirty-six hours of turning and basting required to cook a hind-quarter of beef. The expectancy increased among campers and staff alike until the great hour arrived. The camp cook, who provided delicious meals every day (and in prodigious quantities) embellished the feast with salads and vegetables and relishes. One youngster was heard to remark again and again "I feel just like a king" as he consumed inch-thick slabs of prime beef.

Camping sessions to date have included high-interest out of camp experiences. Examples are: Kansas City Athletics baseball games, Starlight Theater, Truman Library, Rodeos at Benjamin Stables, Watkins Mill, Chiefs football practice, and James A. Reed Wildlife Reserve. They have also included in-camp demonstrations such as police dogs and a judo exhibition.

The trip to camp each year occurs on Sunday morning. The boys, the staff, and the sponsors meet at East High School and are driven to the camp in a parade of antique cars provided by the Kansas City Chapter of the Veteran Motor Car Club of America. On the final day of camp, the third Sunday morning, the sponsors are encouraged to pick up their boys and drive them home.

In an attempt to analyze the camp experiences, the areas of counselor competence, camp atmosphere, program implementation, consideration of individual camper's needs and campers' morale were examined.

In 1964 the concensus of a group of objective evaluators was that camp program goals were being positively attained and that campers seemed to be experiencing growth. Their major criticism surrounded the selection and orientation of the staff (3, p.53). Improvements in this area have been a major focus since that time.

APPENDIX

REFERRAL - ROTARY YOUTH SPONSOR PROJECT

Date ____________________ Ref. by ____________________

Name ____________________ Birthdate ____________________

Address ____________________ Telephone No. ____________________

School ____________________ Telephone No. ____________________ Grade ______

Name of Father ____________________ Occupation ____________________

Name of Mother ____________________ Occupation ____________________

Child lives with: Name (If not parents) ____________________

Relationship ____________________

Parents separated ________ Father remarried ________ Mother remarried ____________________

Siblings:

____________ Age ____ ____________ Age ____ ____________ Age ____

____________ Age ____ ____________ Age ____ ____________ Age ____

---

1. Problem at time of Referral (home, school, other)

2. School Record
   - A. Test Records
   - B. Health Record
   - C. Behavior
   - D. Current Program and Grades

3. Agency Record

4. Personality description - include your impressions of boy over and above factual data.

5. Recommendations - In what ways do you see a Rotarian working with this boy?

(use reverse side, if necessary, for additional information)

REFERENCES

1. Kohler, Mary C., *Report to Rotary Sponsor Project*, March, 1960.

2. Interview with the Rotary Sponsor Project Director, March 13, 1967.

3. Anderson, Reid D., Rotary Youth Sponsor Project, 1963.

4. Anderson, Reid D. and Travis, J. Glenn, *Evaluation of Rotary Sponsor Project*, 1964.

YOUTH ADJUSTMENT PROGRAMS IN KANSAS CITY SCHOOLS:

THE STOREFRONT SCHOOL

Joseph A. Herdler, Research Assistant
Department of Research and Development

THE SCHOOL DISTRICT OF KANSAS CITY, MISSOURI
DEPARTMENT OF RESEARCH AND DEVELOPMENT

March, 1967

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INTRODUCTION

In the spring of 1966 the School District of Kansas City, Missouri, introduced a new concept in classrooms, the "Storefront School". Its purpose was to serve children who were unable to function in a regular classroom because of their aggressiveness, but who were too young to get a job legally.

HISTORY AND BACKGROUND OF THE PROGRAM

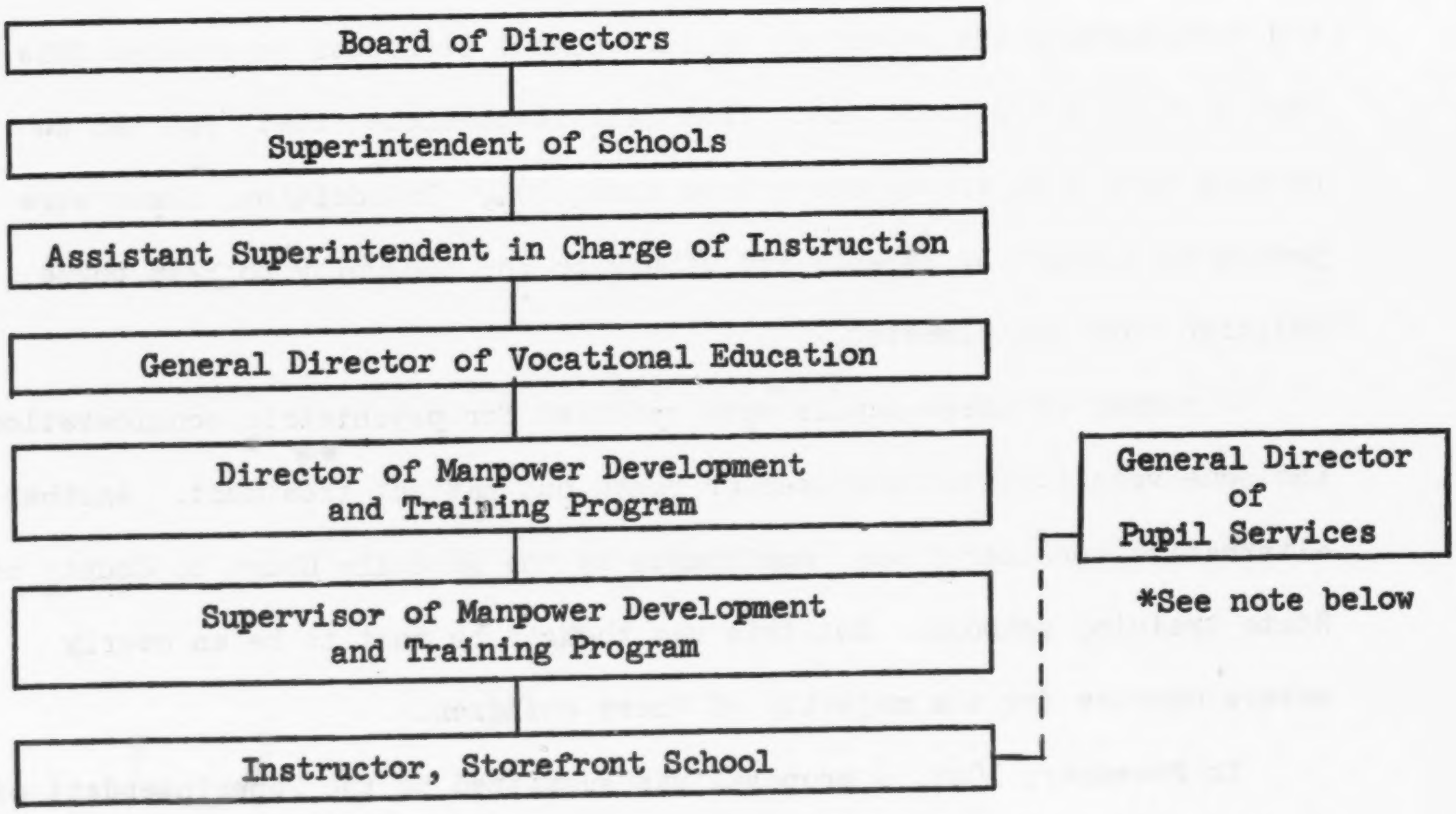
District educators had been perplexed for some time by the problems presented by a contingent of students who were too disruptive and potentially dangerous for any regular classrooms or existing special classrooms. The usual way of dealing with this behavior was to tolerate several episodes, and then suspend the offending child. School personnel considered this less than a satisfactory solution. They felt responsible; that "you can do nothing with them if you don't have them (1)". In addition, there were pressures brought by parents and others in the community to keep these children "off the streets".

A number of these pupils were referred for psychiatric consideration, and some were institutionalized or began out patient treatment. Another alternative considered was commitments by the Juvenile Court to County or State training schools. But this was thought by most to be an overly severe measure for the majority of these children.

In November, 1965, a proposal was submitted to the Superintendent of Schools by the Director of Pupil Services requesting the establishment of a "...special room in the Manpower Training Building . . . (to) serve children who have been suspended from school for the remainder of the semester (Appendix)". The program was approved and began operating in March, 1966 with an enrollment capacity of fifteen students. This room has operated as a "halfway" facility. It is even less structured than the special adjustment rooms used to serve students diagnosed as emotionally disturbed.

ORGANIZATION OF THE PROGRAM

For the first months the Storefront School was administered by the General Director of Pupil Services. However, since it is located in the Manpower Training Building, administration was transferred to the General Director of Vocational Education in an effort to enhance program efficiency. The line of authority is as follows:


Board of Directors
Superintendent of Schools
Assistant Superintendent in Charge of Instruction
General Director of Vocational Education
Director of Manpower Development and Training Program
Supervisor of Manpower Development and Training Program
Instructor, Storefront School
General Director of Pupil Services
*See note below

*Note: All students in the Storefront School are enrolled by assignment of the Department of Pupil Services

THE PROGRAM

The Facility

The Storefront School is located in the Manpower Training Building, 2323 Grand Avenue. It occupies a room on the first floor which was made by partitioning a small part of a much larger room. It is clean and actually too bright. The south wall is a large painted window. The intense light precludes the use of visual aid equipment, and the "greenhouse" effect on sunny days raises the room temperature to quite uncomfortable levels.

The room adjoins a large main lunch room which is occupied all day because of the staggered scheduling of coffee breaks taken by others in the building. The noise in this room is a major source of distraction in the classroom, and the heat level makes closing the classroom door impractical. In addition, there is usually a smell of paint-thinner in the building which originates in the MDTA auto body repair class.

Staff

The Storefront School has a staff of one; the classroom teacher. This man was especially requested for this position because of his success in teaching and supervising boys in the Work-Study Program several years ago. At that time he earned a reputation for being able to relate with aggressive youngsters and to help them relate with each other.

The Storefront teacher is responsible for teaching in the general areas of social science, English, and physical education. Additionally the students are instructed in various areas of vocational education by utilizing the adjacent facilities of the Manpower Development Training Act Program (MDTA).

Curriculum

The curriculum used at the Storefront School is, in general, on about the fifth-grade level. In practice, it is embellished considerably by the teacher's approach to his task. For example, he compensates for a lack of physical education facilities by transporting his students to the Gregg Center twice a week in his station wagon. This is a Kansas City Recreation Department facility located at Eighteenth Street and Wayne Avenue, which makes available the use of a gymnasium and swimming pool. On afternoons when physical education is scheduled, the entire Storefront enrollment is usually in attendance. On other days attendance is somewhat less.

Counseling in the Program

Much of the instructor's time is spent in counseling with his students. He encourages their free discussions about their feelings and problems both as a group and individually. Upon visiting this classroom one encounters a relaxed but industrious group. Apparently most of these students experience a general feeling of belonging. One boy who was eligible to return to a regular school declined to do so, and instead, continues to attend the Storefront. Another fifteen-year-old became an expert welder in a short time. He earned the privilege of receiving welding instructions in the MDTA class by completing his study assignments and by controlling his aggressiveness.

The Storefront class appears to be succeeding despite some of the physical disadvantages of the room it occupies. The students are behaving in an orderly way and most are actually progressing in their schoolwork.

The teacher believes that a useful addition to this program would be the inclusion of a hobby period; a time when the boys could construct models or work on other projects of a creative nature. He also feels that the class has progressed to the place where they could begin to use workbooks and other instructional materials (2).

YOUTH IN THE PROGRAM

In order to qualify for the Storefront Program, a child must be assigned by the General Director of Pupil Services. In general, these youngsters are between the ages of twelve and fifteen, have been suspended from school for the remainder of the semester because of aggressive behavior, and do not qualify for other adjustment programs which are available through the School District. Each child referred has been carefully screened by teachers, school administrators, counselors, and the personnel of the Department of Pupil Services. Some girls have been enrolled in the program, but generally their expressions of in appropriate behavior are less likely to be dangerous or disruptive. They usually are amenable to the services of other available programs.

CONCLUSION

The success of the Storefront School has prompted the submission of a proposal requesting the establishment of additional similar classes beginning in the fall of 1967. Two would be for elementary school children (called "Program for the Disenchanged") and one or two for those of high school age.

It is proposed that the classes (including the present class) be located in more adequate facilities than those currently used, and that the classes be effectively separated, even if two or more sites are required to accomplish this end.

The program administrators are cognizant of the material needs of the present program and have allowed for adequate instructional materials in the new proposal. Additional counseling also is planned for the new program.

Each youngster is to receive a minimum of one-half hour of personal counseling per week. This is to be conducted by a qualified counselor, social worker, or Home-School Coordinator (2).

APPENDIX A

THE SCHOOL DISTRICT OF KANSAS CITY, MISSOURI
Department of Pupil Services
November 18, 1965

Mr. James A. Hazlett
Superintendent of Schools
Kansas City, Missouri

Dear Mr. Hazlett:

I am recommending the establishment of a special room in the Manpower Training building at Pershing and Grand Avenue. This special room will serve children who have been suspended from regular school for the remainder of the semester.

In my opinion, many of the problems in the regular day school can be solved if we have a program for the nonconformists outside the regular school setting where strict rules and procedures need not be kept. Many of our boys and girls seen unable to operate in such a restrictive setting and rebel either vocally or physically to staff or fellow pupils.

I would like to provide classroom instruction for not more than fifteen students in this particular project. The work in the classroom would consist primarily of English and social studies with a great deal of personal counseling and personal support. A variety of nonacademic pursuits would be explored and a constant change of pace would be attempted. I would solicit help from the Department of Instructional Services and the Department of Secondary Education in getting ideas for day-to-day instructional materials.

Although I would want no direct relationship with any particular high school, I would want this special room attached to a credit issuing institution. In other words, if the principal of Westport High School would consider this room a part of his school we could then give grades and credit to youngsters pursuing courses that they had been enrolled in in other high schools of the city. Westport would be the custodian of grades and credit earned.

An estimated budget has been prepared for your consideration. The suggested budget will involve very little money but it will give us an opportunity to see if the "store-front" school is feasible and whether we should attempt to organize similar arrangements in other sections of the city.

I hope you can support this idea.

Sincerely,

S/

Orville L. Bliss, Director
Department of Pupil Services

OLB:bb
Enc.

APPROVED:
s/ James A. Hazlett

Superintendent of Schools

SUGGESTED BUDGET FOR THE "STORE-FRONT" SCHOOL

January 31 - June 10, 1966

PERSONNEL			
	One teacher, one semester @ $6,500 annually	$3,250.00	
	Total Personnel		$3,250.00
CONSTRUCTION			
	Erecting a two-sided partition on the main floor of the Pershing and Grand Avenue building	1,500.00	
	Wiring and light switches	100.00	
	An exhaust fan and its installation	150.00	
	Total Construction		1,750.00
EQUIPMENT			
	One teacher's desk $51.00 and chair $6.75	57.75	
	Ten library tables @ $32.00	320.00	
	Twenty student chairs @ $6.75	135.00	
	One chalkboard	100.00	
	Total Equipment		612.75
MATERIALS			
	Books, paper, and supplies @ $15 per student	225.00	
	Total Materials		225.00
ROOM LIBRARY		500.00	
	Total Room Library		500.00
GRAND TOTAL			$6,337.75

REFERENCES

1. Interview with Director of Pupil Services, School District of Kansas City, Missouri, March 18, 1967.

2. Interview with teacher of Storefront School, March 20, 1967.

YOUTH ADJUSTMENT PROGRAMS IN KANSAS CITY SCHOOLS

BASIC EDUCATION STUDENT TRAINING PROGRAM

Joseph A. Herdler, Research Assistant
Department of Research and Development

THE SCHOOL DISTRICT OF KANSAS CITY, MISSOURI
DEPARTMENT OF RESEARCH AND DEVELOPMENT

April, 1967

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INTRODUCTION

The Basic Education Student Training Program (BEST) was begun as a three-year pilot study in the School District of Kansas City, Missouri, in September, 1965. It was "...designed to help a selected group of girls with special needs develop attitudes and skills which will be useful to them vocationally (1, p.1)." The select girls in this case were eighth-graders with problems of aggressive maladjustment.

BEST is nearing the end of its second year of operation. The attrition rate has been considerably lower than expected, and the girls have shown evidence of their close identification with the ideals of the program. The present enrollment is eleven girls in the eighth grade and thirteen girls in the ninth grade. Maximum enrollment for either group has been set at fifteen (1, p.4).

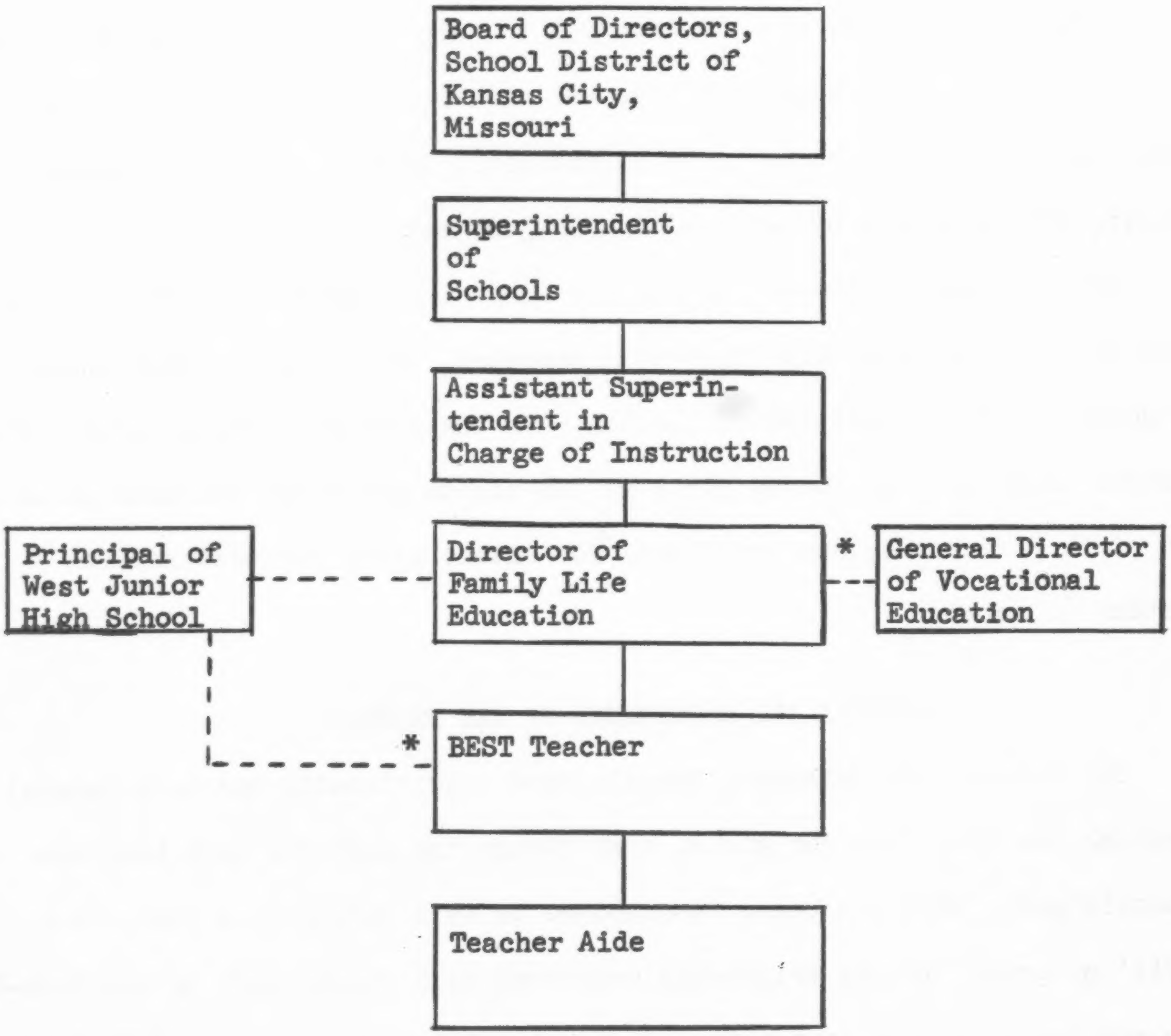
HISTORY AND BACKGROUND OF THE PROGRAM

The Kansas City, Missouri Schools have traditionally had more special programs for boys than for girls, even though the need for both has been acknowledged. BEST was begun in response to this unfulfilled need for a girls' program. It was originally conceived as a counterpart to the Work-Study Program for boys, but in practice it has developed into a pre-vocational program rather than one leading directly to employment.

The decision to locate BEST at West Junior High School was based on the receptivity of the Principal, Counselors, and teacher, the availability of building space, and the apparent need for a program of this type in the neighborhood.

PROGRAM RESPONSIBILITY AND AUTHORITY

BEST is administered by the Director of Family Life Education. The line of responsibility is as follows:


Board of Directors, School District of Kansas City, Missouri
Superintendent of Schools
Assistant Superintendent in Charge of Instruction
Principal of West Junior High School
Director of Family Life Education
*
General Director of Vocational Education
*
BEST Teacher
Teacher Aide

*The General Director of Vocational Education and the Principal of West Junior High School have served as program consultants since BEST was begun.

STAFF

The BEST program has a staff of two; the teacher and the Teacher Aide.

The Teacher

The BEST Teacher is employed on a forty-two week contract. She is considered to be the most important single factor in the functioning of the program (3). She must be:

Understanding and have real interest in the girls.
Creative and have great initiative.
Willingness to go beyond the "call of duty".
Not willing to "give up" easily.
Patient and accepting while holding to high standards.
Ever mindful of project goals (1, p.5).

The duties of the teacher include:

1) Pre-enrollment interviews with prospective girls.
2) Teaching a series of home economics courses, vocationally oriented and adapted to the needs of the girls.
3) Counseling with the girls, both individually and in groups.
4) Counseling with the parents of program girls, including home visits.
5) Conducting cultural-vocational field trips to various places in the Kansas City Area (APPENDIX)

The Teacher Aide

The BEST Teacher Aide was hired in October, 1966, when the second group of girls was enrolled. She too was selected because of her personal warmth and ability to relate with aggressive young girls. Funds for her salary are provided through Public Law 89-10, Title I, passed in 1965.

The duties of the Teacher Aide are those which are non-instructional. They include:

1) Assisting in all activities including field trips.
2) Responsibility for paper work; attendance, ditto materials, and letters.
3) Housekeeping duties.
4) Shopping for necessary items as groceries, going on errands, making necessary telephone calls.

The BEST teacher and Teacher Aide function together with great rapport and efficiency (3).

THE PROGRAM

The Facility

Three classrooms are used by BEST. Two of these are also used by other home economics classes in the school, and one is used exclusively by BEST groups. All of these rooms have been re-decorated and re-equipped with new furniture and appliances. Just stepping into any of them is a cheering experience. The time spent in these rooms with two qualified, accepting adults, probably represents the nicest part of the day for most of these girls who live in very low-income homes.

The Curriculum

BEST girls attend classes of "Specialized training ... designed to lead to employment ... (5, p.1)" for either two or two and one-half hours per day.

The remainder of their time is spent in regular school classes. Full credit is received for BEST classes.

It was expected that during the tenth grade year, the girls would be in a program which included part-time supervised employment and the remaining time in regular classes. As the program progressed it became increasingly clear that the format should be changed to one of pre-vocational training. The girls proved to be too immature for even part-time employment and experience with the Work Study Program for Boys indicated that employment opportunities for adolescents younger than sixteen were quite limited (6, p.23). In place of part-time work experience a "work-experience clinic" has been planned for the tenth grade year. At the end of the tenth grade, it is expected that these girls will go into full-time employment, or return to a regular school curriculum, probably in vocational education (3).

The present curriculum plan includes the following:

first year; two hours daily with the project teacher and the remainder of the day in a regular school program

second year; two and one-half hours per day with the project teacher and the remainder of the day in a regular school program

third year; two and one-half hours per day in a work-experience clinic in the school and the remainder of the day in a regular school program (1, p.2).

> The curriculum is based on Home Economics subject matter in the areas of foods and nutrition, clothing and sewing, care and development of children, needs of older people, and personal growth and development. As many projects as possible are developed in these areas. Skills taught are progressively more difficult. Emphasis, whenever possible, is placed on

> larger quantities than is customary in the regular homemaking classes, doing for other people, acceptable work attitudes and skills such as responsibilities to one's employer and customers, necessity for time schedules, giving value for compensation received, understanding the world of work, etc.
>
> Many field trips are arranged, cultural experiences predominating during the 8th grade and vocational experiences during the 9th grade. Each trip is followed by discussion. The 8th grade girls are taken to lunch in the Board of Education dining room and the Woman's City Club, the 9th grade girls to two commercial dining rooms.
>
> Experiences in entertaining and serving groups of 10 or more are arranged for both grades. It is planned to include more complicated experiences of this type next year in the work-experience clinic. (1, pp.2-3)

Counseling in the Program

The goals of BEST counseling are:

1) To enhance the feelings of self-worth on the part of each girl by being supportive and by helping her meet her responsibilities of schoolwork and attendance.
2) To help the parents of the girls feel "part of" the program and to involve them with the importance of education to the future success of their daughters.

Most of the program counseling is conducted by the teacher and includes participation by the girls in individual and group discussions. The teacher also visits the parents of each of the girls at their homes in order to enlist their support, and to help them identify with program goals on behalf of their children.

Additional counseling is available to the girls through the services of the school counselors.

During the first year of the program when the teacher was in the classroom only one-half day, the counseling goals outlined above were achieved. Since September, 1966, the teacher has been required to teach two classes (morning and afternoon), and counseling with the parents has included only a few cases where the need was urgent. The heavy teaching program plus the fact that her unassigned time was split between morning and afternoon made it impossible to get into the homes during the school day. Steps are being taken to correct this situation by September, 1967 (3).

YOUTH IN THE PROGRAM

Selection of BEST girls was based on the following criteria:

1) Probability of dropping out of school by age sixteen (based upon judgments of teachers and school counselors).
2) Measured I.Q. between 85 and 100.
3) Low grades.
4) A history of emotional difficulties, including aggressive behavior.
5) Probability of benefiting from BEST (based upon judgment of school counselor and BEST Teacher).
6) Approval of program participation by each girl and her parents.

Groups were enrolled in September, 1965, and September, 1966. Girls were selected during each preceding spring while still in the seventh grade.

Twenty girls were enrolled in the first group. Of these only one dropped the program because of a lack of interest and five others were forced to move from the school attendance area because their homes were in the path of a new highway.

This group was increased to fifteen at the beginning of their ninth-grade year and after seven months, thirteen remain. One of thetwo who left was not benefiting from the program; the other moved away.

The second group of fifteen girls was enrolled in September, 1966 and one was added in January, 1967. Of these eleven remain; four moved away and one was removed by the school principal (1, pp.3-4).

The two classes are made up about equally of Negro, Mexican, and other Caucasian girls. This is fairly representative of the proportions in the community (4).

When the program first started, there were frequent fights among the girls and many disruptions precipitated by any small distraction inside or outside the room. Such behavior rarely occurs now and the groups appear purposive and industrious. The girls apparently have come to identify closely with the program and regard the classes as "fun" while learning vital lessons in food science, clothing production and repair, laundry techniques, child care, personal hygiene and grooming, care and understanding of older persons and other home economics-related skills.

Work habits and attitudes and responsibilities to employers and customers are stressed in every activity.

APPENDIX

FIELD TRIPS

8TH GRADE, 1965-66

Date	Place
Sept. 24	Manual - Dressmaking
Oct. 8	Manual - Cosmetology
Oct. 15	Central
Oct. 22	Paseo - Sanitation Shop
Nov. 5	Midwest Embroidery
Nov. 17	Midland Theater--Sound of Music
Dec. 10	Nelson Art Gallery
Dec. 22	Bd. of Ed. Bldg.--Lunch
Jan. 11	Museum
Jan. 19	Plaza Theater
Jan. 27	Nelson Art Gallery
Feb. 2	Truman Library
Feb. 8	St. Mary's Hospital
Feb. 18	Southeast Jr.--Entertained by Homemaking Class
Feb. 23	Police Building
March 2	Fire Department
March 9	Milgram's and Book Plaza Cafe
March 16	Manor Bakery
March 23	Kitty Clover
April 7	Country Club Dairy
April 13	Hallmark Cards
April 18	Food and Drug Administration
April 22	Southeast Jr. girls visited West Junior
April 28	Safeway Distribution Center
May 4	House of Pastries
May 12	Salvation Army Day Care Center
May 19	Swope Park Zoo
May 25	Proctor and Gamble
June 3	Woman's City Club--Lunch
June 6	5208 Belleview

8TH GRADE, 1966-67

Date	Place
Oct. 7	Manual--Cosmetology
Nov. 16	Nelson Art Gallery
Dec. 13	Museum
Dec. 20	Bd. of Ed. Bldg.--Lunch
Jan. 17	Museum
Feb. 2	Art Gallery
March 15	Midland Theater--film--Bible

9TH GRADE, 1966-67

Date	Place
Sept. 26	Avon Products Co.
Oct. 7	Manual--Cosmetology
Oct. 21	Village Set Dress Shop
Nov. 16	Country Club Cleaners
Dec. 15	Marce Coat & Suit Co.
Dec. 22	Union Station--Breakfast
Jan. 21	Menorah Medical Center
Jan 16	Macy's Downtown
Feb. 7	Kresge's - 12th and Main
Feb. 14	Veteran's Hospital
Feb. 16	Little Sisters of the Poor
Feb. 21	Central Paper Co.
March 15	Midland Theater--Film--Bible (with 8th Grade)
March 21	Hallmark Cards

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YOUTH ADJUSTMENT PROGRAMS IN KANSAS CITY SCHOOLS

MANPOWER DEVELOPMENT AND TRAINING

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THE SCHOOL DISTRICT OF KANSAS CITY, MISSOURI
DEPARTMENT OF RESEARCH AND DEVELOPMENT

April 1967

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INTRODUCTION

For the past four and one-half years the School District of Kansas City, Missouri has been operating a Manpower Training Program in accordance with the Manpower Development and Training Act of 1962 (MDTA). This program was intended to ". . . soften the impact of automation and make for a more equitable distribution of the blessings of automation (1, p. 1)" by providing training in industrial skills for non-college-bound youth, and re-training for unskilled adults and those whose skills were made obsolete by modern production methods. By December 5, 1966 the Kansas City Manpower program had enrolled 2,872 persons. Of these, 2,286 enrolled in vocational training courses (2, p. 1). Among the enrollees were an estimated 550 young people ages sixteen through twenty-one of whom about ten percent were female. Of the current enrollment of young people, about one-third are female (3).

HISTORY AND BACKGROUND OF THE PROGRAM

The Manpower Development and Training Act of 1962 (Public Law 415) was enacted by the Eighty-Seventh Congress on March 13, 1962 and was signed into law by the President two days later. It purposed ". . . to relieve unemployment caused by automation, shifts in market demands, foreign competition, and other economic changes (4, p. 17)".

By the end of 1962, 430 programs accommodating 16,157 trainees had been approved for 192 communities in forty-nine states, and 6,315 trainees had already been enrolled (1, p. 5).

Title II of the act authorized ". . . a special youth training program for persons who need job training but cannot benefit from it without further training in basic educational skills (5, p. 15). The Act was amended in 1963 (HR 8720). It modified the youth program by lowering the age of eligiblity for training allowances from nineteen to seventeen, and increasing the proportion of youth receiving training allowances from five to twenty-five percent (6, p. 1). There were other subsequent amendments to the Act. It now authorizes the following under Section 202 (b):

> Whenever appropriate the Secretary shall provide a special program for the testing, counseling, selection, and referrals of youths, sixteen years of age or older for occupational training and further schooling, who because of inadequate educational background and work preparation are unable to qualify for and obtain employment without such training and schooling (7, p. 6).

With regard to personal qualifications, enrollment is:

> . . . limited to youths who come from a severely impoverished environment which has resulted in inadequate educational attainment and work preparation. The young people may also be handicapped by language or cultural difficulties or by hostility, lack of motivation, and other emotional problems which make them unacceptable to employers (5, p. 18).

The School District of Kansas City, Missouri became the Manpower Training Agency for the Kansas City area in the fall of 1962, and the first training class was started in November of that year. The program was expanded to include youth in January, 1964.

At first the entire local Manpower Program was conducted at Manual High and Vocational School, 1215 East Truman Road. As the number of training courses was expanded and the enrollment increased, additional space was obtained by leasing the unused Parkview Drug Company Warehouse, 2323 Grand Avenue. Its reinforced concrete construction accommodated the necessary machinery and classrooms, and its central location made it accessible to public transportation. The first training classes started there in April, 1965 (3).

Other training locations have also been used at various times. In April, 1967, a course in Inhalation Therapy was scheduled at the Menorah Medical Center and another in Structural Occupations for Laborers is to be conducted at a quarry in the Independence, Missouri area.

ORGANIZATION OF THE FEDERAL PROGRAMS

Two Federal Government Departments administer the Manpower Program at the cabinet level.

> The Secretary of Health, Education, and Welfare, through the Office of Education administers the training programs; and the Secretary of Labor directs surveys of employment opportunities in each State and is responsible for selection of trainees, payment of training allowances, and placement (4, p. 17).
>
> The nationwide training program is co-administered by the Manpower Administration's Bureau of Employment Security and the Department of Health, Education, and Welfare. The Bureau of Employment Security carries out its responsibilities through its national and regional offices and affiliated State employment security agencies. HEW's training responsibilities are carried out by the Office of Education through the Department's regional offices, State educational agencies, and public or private local training agencies (5, p. 15).
>
> The Secretary of Labor is authorized to enter into agreements with each State, or with the appropriate agency of each State, for the purpose of carrying out the provisions of the Act. The State Employment Service has responsibility for selecting, counseling, testing and placing trainees. Under the agreements, the unemployment insurance division of the State Employment Security agency undertakes the payment of the training allowances, subject to Federal reimbursement. The Secretary of Labor may make payments to the States for expenses incurred in carrying out these agreements.
>
> In like manner, the Secretary of Health, Education, and Welfare enters into agreements with the States to provide institutional training which includes payment for training costs. The State and local vocational education agencies develop courses and provide or arrange for training facilities, equipment, and instructional staff for occupational training courses. In the event a State does not provide adequate training under an agreement, or if a State does not enter into an agreement, the Secretary of

> Health, Education, and Welfare may contract directly with the public or private educational or training institutions (5, p. 25).

Before any MDTA Training Class is started, an exhaustive study is made to ascertain the local need for employees with the training which the new class would provide. The Missouri Division of Employment Security is responsible for these assessments. A Local Advisory Committee, whose members represent education, labor, government, manufacturing, merchandising, and civic organizations, functions to approve or reject all proposals for new or modified training programs based on these labor market assessments.

> State and local manpower advisory committees review training proposals and serve as advisors to the public operating agencies. They also engage in activities to stimulate public awareness of the importance of the manpower training program and to assure State and local support for an effective national manpower development program. Regional Manpower Advisory Committees function as associate bodies of the National Manpower Advisory Committee to identify the specific manpower problems of a given area and to interest residents in these problems and the programs designed to meet them (5, p. 25).

To expand upon the principle of providing training programs which are based on actual needs, an effort will be made in Fiscal Year 1968 to coordinate several of the manpower and related programs (Appendix A).

> The focal point for joint effort is necessarily the local area where manpower services and clients come together. Therefore, the planning system to be established shall be known as the "Cooperative Area Manpower Planning system? (CAMPS) (8, p. 1).

Federal Expenditures

The Federal Government provides ninety percent of the funds for Manpower Programs. The State provides the remaining ten percent which may be "in kind" instead of in cash (9, p. 2). In Missouri, the local school districts are responsible for the remaining ten percent (3).

Funds are apportioned among the States by the Secretary of Labor and the Secretary of Health, Education, and Welfare. The following factors are considered by them to ensure uniform standards of apportionment:

> the proportion which the labor force of the State, during the preceding calendar year, bears to the total number of unemployed in the United States,
>
> the lack of appropriate full-time employment in the State,
>
> the proportion which the labor force of the State bears to the total labor force of the United States,
>
> the proportion which the insured unemployed within a State bears to the total number of insured employed within such State, and
>
> the average weekly unemployment compensation paid by the State.
>
> Training programs may not be approved for any locality or State unless the Secretaries of Labor and of Health, Education, and Welfare are satisfied that such locality or State has not reduced and is not reducing its own level of expenditures for vocational education and training. This includes expenditures for programs established under the Smith-Hughes Act, the George-Barden Act, and the Vocational Education Act of 1963 (5, p. 28).

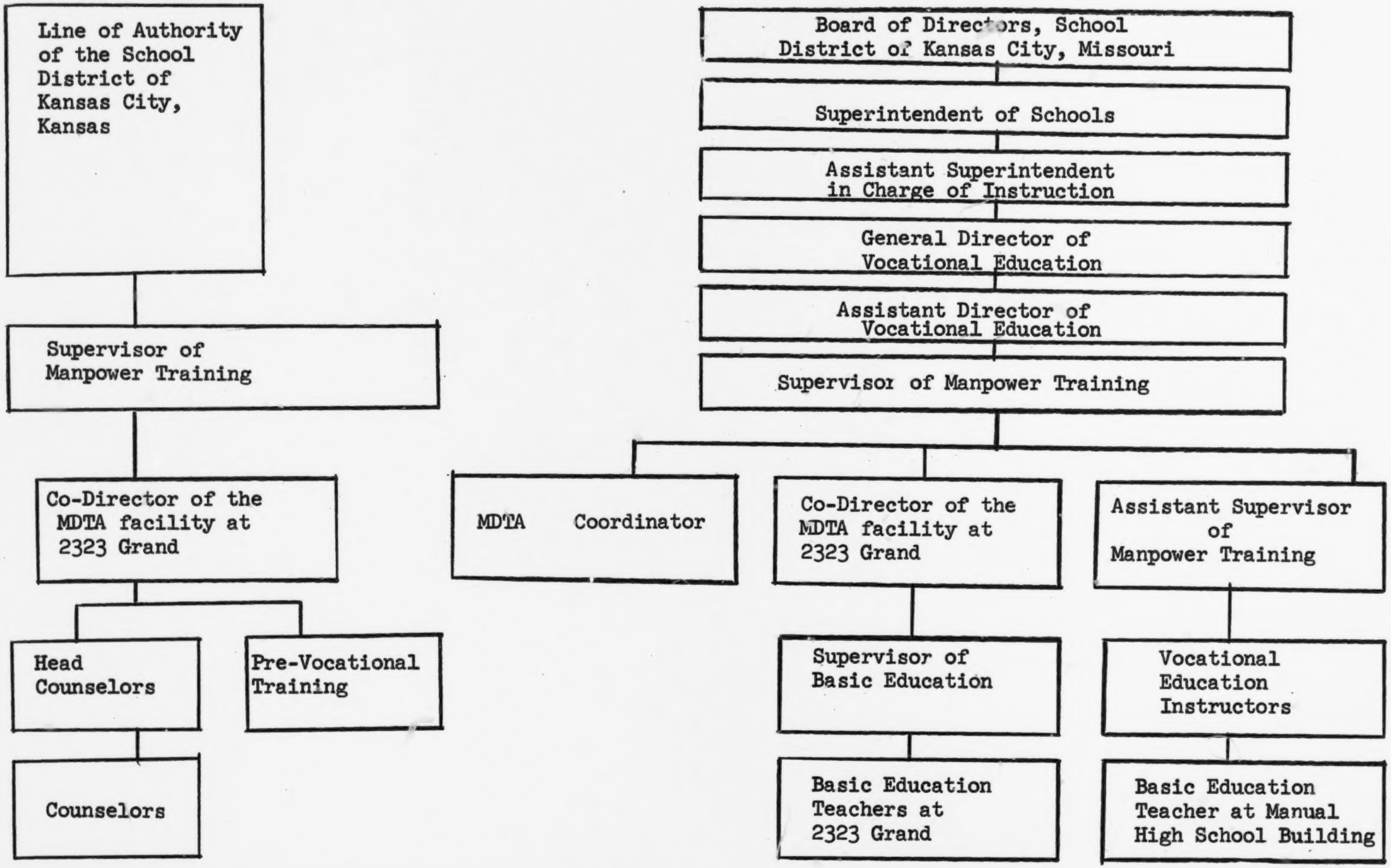
ORGANIZATION OF THE LOCAL PROGRAM

The Kansas City Manpower Training Program is administered by the General Director of Vocational Education. The diagram of authority is as shown in Table I. This diagram indicates the evaluation phase which includes Kansas City, Kansas. It probably represents a temporary organization since modification of the local Manpower administration is presently under study by Kansas City, Kansas (3).

The trainee evaluation, counseling, basic education, and pre-vocational phases of the multi-occupational project serves the local metropolitan two-

TABLE I

DIAGRAM OF AUTHORITY


Line of Authority of the School District of Kansas City, Kansas
Supervisor of Manpower Training
Co-Director of the MDTA facility at 2323 Grand
Head Counselors
Pre-Vocational Training
Counselors
Board of Directors, School District of Kansas City, Missouri
Superintendent of Schools
Assistant Superintendent in Charge of Instruction
General Director of Vocational Education
Assistant Director of Vocational Education
Supervisor of Manpower Training
MDTA Coordinator
Co-Director of the MDTA facility at 2323 Grand
Assistant Supervisor of Manpower Training
Supervisor of Basic Education
Vocational Education Instructors
Basic Education Teachers at 2323 Grand
Basic Education Teacher at Manual High School Building

state area. Trainees are referred to the Public Schools MDTA Area Training Facility by the Kansas City, Kansas Employment Service as well as the Kansas City, Missouri Employment Service. When trainees are assigned vocationally most Kansas trainees are sent to Kansas vocational classes and most Missouri trainees are sent to Missouri vocational classes. Trainees are sent across the state line when classes are not available in their own state. Kansas furnishes a co-director for the evaluation facility as well as two counselors and one clerk (3).

As administrator of the Kansas City Manpower Training Program, the School District of Kansas City, Missouri is charged with the following responsibilities:

> II. Responsibilities of training Facilities participating in the training of individuals selected and referred for training shall:
>
> A. (Inform) . . . the Missouri Division of Employment Security when selected individuals have been enrolled;
>
> B. Oversee and cooperate in the filling of allowance requests by eligible trainees;
>
> C. Notify the Missouri Division of Employment Security of the completion or termination of any enrolled trainee;
>
> D. Determine and verify:
>
> 1. Whether a trainee has a satisfactory attendance record and is making satisfactory progress;
>
> 2. Where unsatisfactory attendance or progress exists, determine whether there was a good cause for such condition; and
>
> 3. Where the unsatisfactory record of progress is determined to be without good cause, certify the determination on form ES-952 to the Missouri Division of Employment Security (10, pp. 4-5).

Instructional Staff

The number of professional instructors in the Manpower Training Program varies periodically depending upon the number and types of classes which are conducted at any time. In April, 1967, there were five full-time basic education teachers, twenty-seven full-time vocational education instructors, twelve part-time vocational education instructors, three full-time vocational education supervisors, and one part-time vocational education supervisor, all of whom were employed by the School District of Kansas City, Missouri. The State Department of Education requires its Manpower instructors to meet the following requirements:

> All instructors of MDTA classes must hold a valid Missouri Public Schools Teaching Certificate. In cases where a beginning instructor does not hold a certificate, Trade and Instructional form 3 (Teacher information), should be submitted to the State Vocational Education Office for approval and Certification sic prior to the start of the class (11, p. 4).

YOUTH IN THE PROGRAM

The training of youth in the Manpower Program is authorized under Title II of the Act (5, p. 15). In order to enroll in the youth program a young person must meet the following requirements:

1. He must be sixteen but not yet twenty-two years old.
2. He must have been out of school for at least one year.
3. He must have a need based on poverty and a lack of education.

All screening of youth in the Kansas City area is done by counselors at the Kansas City Youth Opportunity Center, an office of the Missouri Division of Employment Security which serves young people exclusively. Several tests are employed to determine the areas of needs of the enrollees. These include the General Aptitude Test Battery, the Stanford Binet, and the IPAT Culture-Fair Intelligence Test (12).

THE TRAINING PROGRAMS

There are four types of Manpower Programs available to youth, depending upon the individual needs and propensities of the applicants. They are as follows:

On-the-Job Training

On-the-job training (OJT) is a program in which employers contract with MDTA to train young people for their own or other companies. The trainees are hired as employees at trainee's wages and learn at the job-site. This method is especially suitable for disadvantaged youth who often ". . . need the encouragement of more immediate and visible proof of learning and earning, maximum use of OJT is emphasized (5, p. 17)."

The cost of instruction and materials are paid by MDTA. The employers pay the trainees for productive work. The development of OJT programs is the responsibility of the Bureau of Apprenticeship Training of the Manpower Administration.

> Large scale on-the-job training programs are sponsored by such organizations as trade associations, labor organizations, and industrial and community groups, as well as by State and local governments, qualified to help develop effective training programs among member employers or government agencies (5, p. 18).

In Kansas City the Urban League and the Jewish Vocational Service have been active in referring young people for on-the-job training programs (12).

Individual Referral

Under certain circumstances the MDTA places individual trainees in private training institutions by "individual referral". If a young person is believed to have the capacity to learn a particular job and the appropriate training for this job is not offered as a class at the MDTA training facility, or if on-the-job training is not available or feasible, the individual may be enrolled in a suitable training program other than MDTA. A partial list of Kansas City programs used for this purpose includes barber's college, diesel mechanics school, and the licensed practical nursing programs at Manual High and Vocational School.

Multi-Occupational

The regular "class-type" Manpower Program is largest of the three. Because the young trainees are those who quit school at an early age, most are in need of a basic education training program (12). The multi-occupational program makes available a basic education program in the area of the trainees' needs. It also provides them a short pre-vocational sampling of the several types of training classes offered at the facility.

> One of the purposes and objectives of a multi-occupational project is to provide latitude and flexibility in receiving referred trainees and providing necessary services of basic education, counseling, and occupational training best suited to each trainee at the optimum time. This process (causes) . . . movement of trainees from one service training program to another in groups of varying sizes and at sundry times (13).

Direct Referral Classes

Trainees also can be referred directly to vocational training from the State Employment Service. Periodically that office determines the need for a particular class, such as that for inhalation therapists, and recommends its establishment to the Manpower Training Office. When instructional and other arrangements have been made, and a starting date for the class has been determined, the Employment Service enrolls applicants who qualify on the basis of tests which they administer. The entire class then begins training as a group without having been screened at the Manpower Evaluation Facility.

Most direct referral classes have been in the adult program. In both the adult and the youth programs, however, the increasing need and emphasis has been toward the multi-occupational type referral with its provisions for basic education instruction and pre-vocational training (3).

Allowances for Training

Trainees who are seventeen years of age or over receive a weekly allowance. Those in the youth program receive twenty dollars per week; those in the adult program thirty-five dollars per week plus five dollars per week per dependent up to six dependents. In cases where trainees are younger than twenty-two but have dependents, they are enrolled in the adult program. The allowances may be paid for 104 weeks. Of this period, twenty weeks may be spent in programs of basic education (the average length of time spent in basic education in the Kansas City Manpower Program is twelve weeks (3).

More than one member of a family may receive training allowances if the head of the household is unemployed. Trainees in the youth program continue to draw allowances if they reach age twenty-two during the training program (9, p. 3).

Transportation allowances are provided for trainees who live more than one mile from the training facility.

Trainees are allowed to work part-time while they are enrolled in MDTA Programs. In such cases, training allowances are adjusted as follows:

> Trainees are permitted to engage in casual or part-time work up to 20 hours per week without a reduction in the training allowance. For hours in excess of 20 per week, an amount equal to earnings will be deducted from the training allowance.
>
> For persons receiving compensation for work performed in an on-the-job training course, the regular training allowance will be reduced. The amount of reduction will be determined by the relation between the number of compensated hours worked per week by the trainee and a 40-hour week. For example, if an employer pays a trainee for 32 hours of work in a week (that is, four-fifths of a week), the trainee may be eligible for one-fifth of the training allowance (5, p. 24).

Manpower trainees are eligible for paid holidays.

For purposes of school closure, national holidays are: New Year's Day, Memorial Day, Fourth of July, Thanksgiving Day, and Christmas (14). The Local Manpower Program also recognizes all school holidays.

It is a policy of MDTA to make deductions from the allowances of trainees for unexcused absences. This policy ". . . is designed not to work a hardship upon a trainee, but rather to impress upon him the importance of regular attendance (15)."

The draft status of trainees is as follows:

> . . . the policy of general deferment for students applies to MDTA trainees. The local Selective Service Board places a II-S classification for persons pursuing full-time instruction satisfactorily and whose study is found to be necessary to the maintenance of the national health, safety, and interest.
>
> Deferment is limited to one year at a time and may be reviewed upon application to the local SSS board (16).

COUNSELING IN THE PROGRAM

New applicants for MDTA training are given preliminary screening at the Youth Opportunity Center office, 1743 McGee Street. A Characteristics of Initial Interviewees form is completed for each (Appendix B). Those who are eligible for training are sent to the training facility for testing and interviewing by counselors. Individuals are then assigned to one of the three training programs based on their needs as determined by this early assessment.

Most of the trainees are assigned to the multi-occupational program where they are exposed to a variety of types of job training while their reactions to them and their abilities to learn them are observed. Basic education is also part of the preliminary program of most trainees. Eventual assignments to training-class programs are based on the observations of this early period as well as the aptitudes and interests of the trainees.

Six counselors are active in the Kansas City Manpower Program. Two are furnished through the School District of Kansas City, Missouri, two through the School District of Kansas City, Kansas (as well as a co-director), one through the Youth Opportunity Center, Missouri Division of Employment Security, and one from the Kansas Division of Employment Security.

According to the Manpower Training Supervisor, a most difficult problem which training personnel have to overcome is one of "poor work attitudes". The counseling staff works closely with individual trainees to communicate the need for a desire to work, good attendance, promptness, neatness and the ability to "get along" with others.

A special class in "Job Success" is offered to attack the difficulties listed above at the group level. It varies from five to ten hours in length, depending on the individual and is considered by the MDTA staff to be one of the most important parts of the program (3).

The Counselors serve to meet many individual needs which might arise during the course of training. Referrals are made to medical and psychiatric agencies, trainees are assisted with necessary changes in housing, communications are conducted with parole officers, and in general, problems are dealt with as they appear (17).

The MDTA Coordinator works closely with the Counseling staff. It is he who conducts the new trainees on their tours of training centers in order to become familiar to them. He makes most of the necessary home calls including a routine visit to any trainee who has been absent for three days. His previous familiarization to the trainees allow subsequent home calls to be more effective.

The Youth Opportunity Center is responsible for finding employment for all Manpower trainees who enroll in the youth program. The Missouri Division of Employment Security is responsible for finding employment for all adult trainees. An Employment Service Representative (ESR) from the Division of Employment Security negotiates with prospective employers to assist individual trainees to find jobs which will utilize their training.

Of the trainees who do not complete their training programs, many find employment at tasks which they are better able to perform because of their partial training. For example, an individual who attended only part of an auto mechanics course would better understand a job such as service station attendant than someone who had no training (12).

Each enrollee who finished training is contacted every month for the first twelve months, and every three months for the second twelve months. This information is reported on an Employment Record form (Appendix C).

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13. U.S. Department of Health, Education, and Welfare, Division of Vocational and Technical Education, *Circular Letter 4154*, July, 1966.
14. State Department of Education, *Policy Letter No. 15*, 1964.
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APPENDIX A

FEDERAL AGENCIES PARTICIPATING IN CAMPS

Department of Labor, Manpower Administration

- Bureau of Apprenticeship and Training
- Bureau of Employment Security
- Bureau of Work Programs (Neighborhood Youth Corps)
- Office of Manpower Policy, Evaluation and Research*

Department of Health, Education, and Welfare

- Office of Education, Bureau of Adult and Vocational Education
- Vocational Rehabilitation Administration
- Welfare Administration

Office of Economic Opportunity

- Community Action Program
- Job Corps
- Migrant and Seasonal Farm Worker Program

Department of Commerce

- Economic Development Administration

Department of Housing and Urban Development

*Represented only at national level.

APPENDIX B

St. L. 24-5 K.C. 09-7

Name________________________________ Date Init. Intv.________________
(Print) Last First Middle Mo. Day Yr.

S.S. No.________________________________ Sex: 1. Male____ 2. Female_____

I. SELECTIVE SERVICE REHAB.
    1. No______
    2. Yes______

II. SOURCE OF REFERRAL
    1. School________
    2. Social Agency________
    3. YOC Outreach________
    4. Own Initiative________
    5. Other_______

III. LABOR FORCE STATUS
    1. Employed ______ Underemployed 1. No______ 2. Yes______
    2. Unemployed______
    3. Not in Labor Force In School 1. No_____ 2. Yes_____

IV. AGE
    1. Under 16______
    2. 16 Years______
    3. 17 Years______
    4. 18 thru 19______
    5. 20 thru 21______
    6. 22 and Over_____

V. EDUCATION
    A. Completed:
        1. Under 5 Grades_____
        2. 5 - 8 Grades______
        3. 9 - 11 Grades_____
        4. 12 Grades____
        5. Over 12 Grades______
    B. Dropout: 1. No______ 2. Yes______
    C. Date of Dropout: Mo._______ Year_______
        Time Lapse:
        1. Under 6 Months______
        2. 6 - 12 Months______
        3. Over 12 Months______

VI. MARITAL STATUS
    1. Single______
    2. Married_____

VII. DEPENDENCY STATUS
    0. No Dependents______
    1. One or More Dependents_____
        1. Children______
        2. Other_______
        3. Both_______

Interviewer's
Initials

____

MODES-YOC-10-R2 (R & A 7-65) CHARACTERISTICS OF INITIAL INTERVIEWEES

APPENDIX C

PUBLIC SCHOOLS, KANSAS CITY, MISSOURI
Manpower Training Program

EMPLOYMENT RECORD

Name________________________ Address__________________________Tel. No.________

Employer___________________Address____________________________Tel. No.________

Type of Job________________ Date Employed________________________ Date of Interview________

SALARY RANGE:
$ 60.00 - $ 80.00 per week ____
80.00 - 100.00 " " ____
100.00 - 120.00 " " ____
$120.00 - $140.00 per week_____
140.00 - and over " " _____

	GOOD	SATISFACTORY	POOR
Quality of Work	___	___	___
Quantity of Work	___	___	___
Job Attitude	___	___	___
Getting Along With Others	___	___	___
Attendance	___	___	___

Do you feel trainee received adequate training for performance as an entry worker?
Yes___
No___

If no, what was lacking?____

____

YOUTH ADJUSTMENT PROGRAMS IN KANSAS CITY SCHOOLS

ROTARY-BOARD OF EDUCATION DOUBLE E PROGRAM

Joseph A. Herdler, Research Assistant
Department of Research and Development

THE SCHOOL DISTRICT OF KANSAS CITY, MISSOURI
DEPARTMENT OF RESEARCH AND DEVELOPMENT

March, 1967

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INTRODUCTION

The Rotary Board of Education Double E Program (Education Employment) started operating in October, 1963, as a joint project of the Rotary Club of Kansas City, Missouri, and the School District of Kansas City, Missouri.

Double E was intended to serve boys and girls between the ages of sixteen and twenty-one who had dropped out of school or were about to do so. Deference was shown to those who had "good potential", but could not get along in a regular class (1, p.1).

During the school year 1965-1966, 148 young people were enrolled in the program, 104 boys and 44 girls.

During the first three and one-half years of Rotary Double E, a total of 524 young people have been enrolled, with as many as sixty-two enrolled at one time. In that same period, twenty-two students have been returned to full-time day high school and ten students have received their high school diplomas.

HISTORY AND BACKGROUND OF THE PROGRAM

Rotary Double E is an adaptation of the Carson Pirie Scott Double E Program which started in the summer of 1961. That program was sponsored by the Board of Education of the City of Chicago, Carson Pirie Scott and Company, and for the first year, the Ford Foundation. After the first year the Board of Education assumed all educational costs and other employers joined Carson Pirie Scott in the work aspects of Double E (2, p.3).

From the beginning of the local program, educational costs have been assumed by the School District of Kansas City, Missouri. Local businesses, whose leaders are members of the Rotary Club of Kansas City, Missouri, have provided the necessary job opportunities and supervision for program enrollees.

PROGRAM RESPONSIBILITY AND AUTHORITY

School Authority

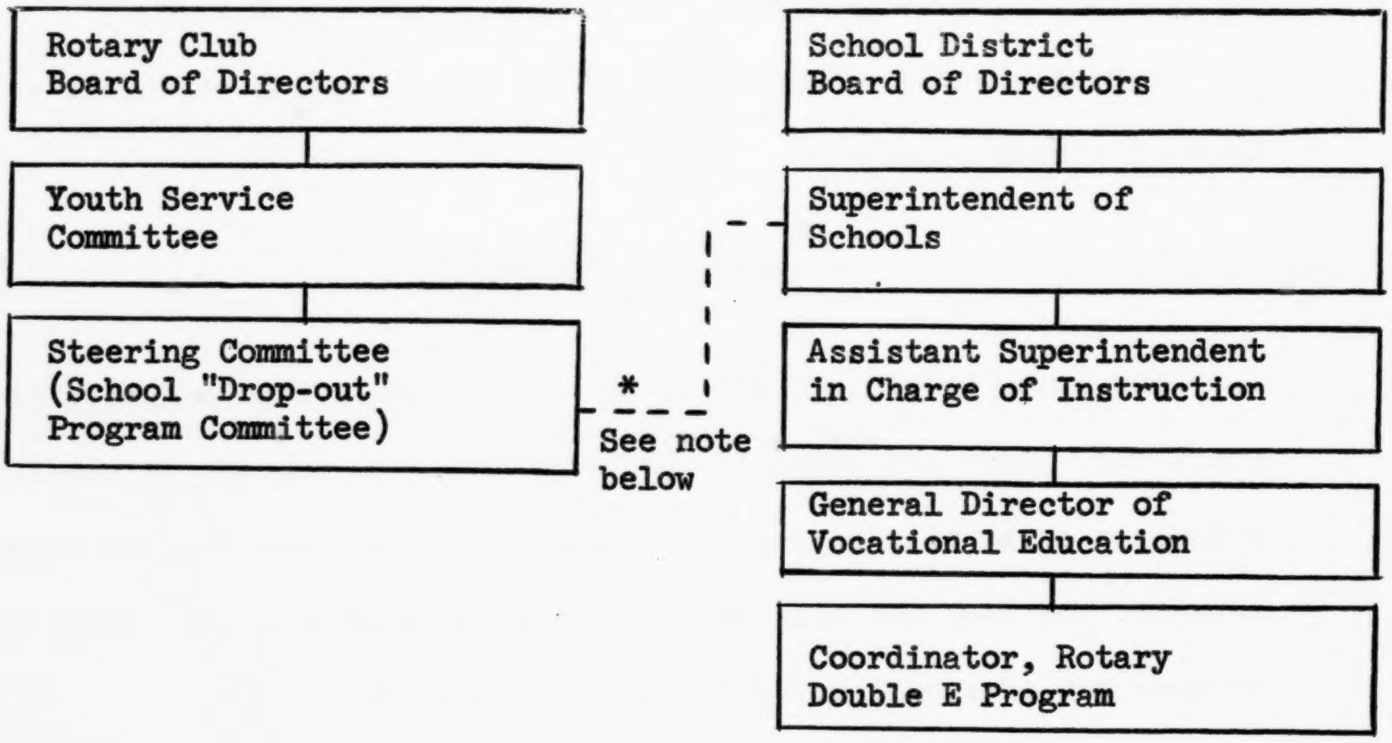
The Rotary Double E Program is administered by the General Director of Vocational Education. The school district provides the salary for the Coordinator, secretarial help and supplies, and room, furniture, equipment and utilities for the class. The room is on the ground floor of the Franklin School, 1400 Washington Avenue. It is large and well-lit and the furniture looks like new. One corner has been partitioned to provide an office for the Coordinator.

Rotary Authority

A steering committee (School "Dropout" Program Committee) of Rotarians serve the program in an advisory capacity. The Superintendent of Schools is a member of Rotary and has been a member of this committee since Double E began. Other members include prominent local men of business and commerce. This committee has been extremely active in developing employment opportunities and presently the number of potential job openings exceeds the number of students which can be accommodated by the educational part of the program. All employment of enrollees is by companies whose administrators are members of Rotary. Additionally, the Rotary Club furnishes a small petty cash fund for the program's use.

The Rotary Double E Program is co-sponsored by the Rotary Club of Kansas City, Missouri, and the School District of Kansas City, Missouri.

The line of responsibility is as follows:


Rotary Club Board of Directors
Youth Service Committee
Steering Committee (School "Drop-out" Program Committee)
*
See note below
School District Board of Directors
Superintendent of Schools
Assistant Superintendent in Charge of Instruction
General Director of Vocational Education
Coordinator, Rotary Double E Program

* Note: The Superintendent of Schools, Mr. James A. Hazlett, has served as a member of the Steering Committee since the beginning of Rotary Double E.

STAFF

The Rotary Double E Program has a permanent staff of one; the Program Coordinator. Part-time secretarial service is provided by the Office of the General Director of Vocational Education. In addition, each semester between six and nine student-teachers, along with graduate observers, are provided from the School of Education, University of Missouri at Kansas City.

The duties of the Program Coordinator include:

1) Directing the classroom program, developing curriculum, teaching, and serving as consultant to the assigned student-teachers.

2) Serving as consultant for program employers and assisting them toward a better understanding of the problems of young enrollees.

3) Advising and assisting the Steering Committee to develop new job openings for students.

4) Conducting case work with families of Double E students.

5) Working closely with Juvenile Court and probation officials for the State Training Schools.

YOUTH IN THE PROGRAM

The young people who enroll in Rotary Double E must be at least sixteen years old. They are students who were unable to succeed in regular high school in spite of adequate intelligence. Often they are the fighters and truants, the ones who clashed with school authorities until they either dropped out of school or were asked to leave (3).

The backgrounds of these students are quite heterogeneous. They represent most of the socio-economic and ethnic sub-groups that are found in the city. Superficially it would appear that dropping out of school is all that they have in common. Other subtle similarities exist, however; certain attitudes and a general lack of self-discipline (1, p.1).

The students are referred to Rotary Double E by school counselors, administrators, juvenile authorities, or other interested people. On at least one occasion a Double E student brought a dropout friend along to be enrolled.

Double E is primarily a program for dropouts. Since groups of students tend to drop out toward the end of each school semester, enrollment in the program is heavier at the beginning of the fall and spring terms. During the school year others are enrolled as they drop out or leave school for disciplinary reasons. The counselors and others who refer these students attempt to select those whom they believe will benefit from the program, usually those with at least average intelligence.

THE PROGRAM

Basically the Double E Program consists of two mornings per week of school (from 8:30 to noon) and at least three eight-hour days per week of work. Classes are conducted four mornings per week with Wednesdays and weekends off. Two students are assigned to each job. One attends classes on Monday and Tuesday mornings while his partner attends on Thursday and Friday mornings. Each boy works the three weekdays on which he does not attend school. Frequently the quality of work produced by these students is such that their employers ask them to work additional hours on Saturdays or on the afternoons of school days. This is not discouraged since it is felt that successful employment is itself a valuable learning experience.

One credit per semester is earned for Double E classwork and one credit per semester for the work experience. Students are also encouraged to enroll in night classes at one of the three district high schools which offer them. These are:

Van Horn High School	Tuesdays and Thursdays	6 - 9:30 P.M.
Central High School	Tuesdays and Thursdays	6 - 9:30 P.M.
Westport High School	Mondays and Thursdays	6 - 9:30 P.M.

One credit per term is earned for each course taken at night (two nights per week). Some Double E students have attended four nights per week by enrolling in two different night schools. There are five nine-week terms available each year.

In order to keep their Double E jobs, the students have to maintain their attendance at least in the morning school. None have been released for non-attendance, but the measure would be taken if circumstances required it (3). The Coordinator emphasizes that Rotary Double E is not a "placement agency", but rather a program primarily dealing with education. The student jobs serve as incentives for participation in the classroom.

Curriculum

The morning classwork for Double E students consists of "whatever they need (3)". Since employment is an integral part of the program, some class-time is spent learning ways of becoming a better candidate for a job. The importance of personal grooming is stressed early and the students quickly learn the value of frequent baths, neat hair, and in the case of some boys, not applying for a job while wearing "high-heeled" shoes. There is notable esprit de corps among Double E youngsters. Any new enrollee who does not meet grooming "standards" is quickly proselytized by the group.

Double E students also receive classroom instruction on the proper way to apply for a job. Use is made of pamphlets printed by the Federal and State Governments and one published locally by Hallmark Cards, Incorporated (4).

Student teachers work in Double E only for one semester. The interval during January and February, before new student teachers are assigned, is a convenient time for the Coordinator to teach the enrollees how to file their income tax statements. All employed students are required to keep records of their earnings and all must complete their own tax forms, including the addressing of an envelope (not infrequently for the first time).

Considerable time is spent with Double E students to help them overcome their timidity. Each is asked to tape-record a detailed verbal report about his job. These reports are replayed and the entire class works with each student to improve subsequent recorded reports. Characteristically there is a good bit of stumbling at first, but gradually the students develop confidence and improve their ability to communicate (3).

An outline of classroom instructions was developed for the first Rotary Double E class in 1963 (5). This outline is quite general and is not representative of the present program. The Coordinator believes a new one should be developed, but is unable to do so because his time is occupied with other program tasks.

Rather extensive use is made of learning materials developed for the Cooperative Occupational Education (COE) Program where they are applicable.

Student Teachers

The student teachers assigned to Double E each semester alternate in the role of teacher. Usually each of these students teaches for one-half morning per week. Their field of specialization is relatively unimportant since Double E education "cuts across" classwork boundaries. They are encouraged to develop teaching aids and lesson plans which are duplicated and distributed to the class. Frequently the room's library tables are arranged in a U-shape and the class becomes a seminar type discussion group. According to the Coordinator, many of these student teachers are particularly effective in the Double E setting. The relative youth of most of them encourage their acceptance as older peers. Often they develop high levels of rapport with these students who previously could not tolerate a regular high school.

Employment

The availability of jobs for Double E students was intended to serve three purposes: 1) to provide supplementary funds to certain students from very low income families; 2) to provide learning experiences based on actual participation in business and industry; and 3) to provide a means of incentive to attract and maintain students in the academic part of the program.

All of Double E's employers are Rotarians and five of them are on the Steering Committee at present. In practice, these men are far more than employers. Although they operate solvent and successful businesses, dependent, in part, upon competent employees, they are also co-designers of Rotary Double E and motivated to allow their young student-employees to develop their skills and work-habits. Much of the success during the first three years of this program is the result of the personal involvement and excellent service provided by these Rotarians.

The Coordinator maintains a close relationship with each of the Double E employers. Much of his time is spent assisting them to develop job environments which will complement the classroom and allow the students to develop " . . . socially and psychologically while they train for productive lives (6, p.353)".

The Double E students begin full-time employment immediately after school dismisses in early June. From this point the Coordinator is the only program person available with whom they may relate. However, his contract is for forty-four weeks, from mid-August through the month of June. It is during the six-weeks of July and early August, when he is available to neither employer nor student, that the program's highest attrition rate occurs.

The Coordinator has suggested the addition of an Assistant Coordinator, whose contract would include the period of July and early August, as a possible solution to this recurring problem. This move would also permit the expansion of Double E beyond its present limit of about fifty students.

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YOUTH ADJUSTMENT PROGRAMS IN KANSAS CITY SCHOOLS

COOPERATIVE WORK PROGRAM

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Department of Research and Development

THE SCHOOL DISTRICT OF KANSAS CITY, MISSOURI
DEPARTMENT OF RESEARCH AND DEVELOPMENT

April, 1967

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INTRODUCTION

The Missouri Cooperative Work Program for the Mentally and Physically Handicapped was begun in the School District of Kansas City, Missouri, in the spring of 1965. It was "...designed to 'bridge the gap from school to employment'..." for students enrolled in classes for the mentally handicapped who had reached age 15-1/2 (1, p.15).

At first, the Cooperative Work Program was conducted only at Southwest High School. Eleven students were enrolled through June, 1965. Currently, the program is also being offered at the Central, East, Lincoln, Manual, Northeast and Paseo High Schools, and as of March, 1967, 108 program students were employed on a full-time or a part-time basis. At that time a total of 1,800 educable mentally retarded children were enrolled in the Kansas City, Missouri, Public Schools.

HISTORY AND BACKGROUND OF THE PROGRAM

The development of the Cooperative Work Program was made possible by Public Law 113, passed in 1943, which allowed public funds to be used for vocational rehabilitation of the mentally ill and mentally retarded, and Public Law 565, passed in 1954, which further expanded the services that could be offered to disability groups (1, p.2). After the passage of these laws, the Section of Vocational Rehabilitation, State Department of Education. was able to assist Missouri's handicapped young people make the transition "...from a protective school ... environment to a work-a-day world (1,p.1)." Most of these early services were carried out on an individual basis with minimal emphases on group programs. They were effective, but their success was tempered by the awareness that the number of eligible youngsters in need of such services was far beyond the resources of the available program.

Some pilot group programs were begun in an effort to find ways to mitigate this problem, and from them emerged new patterns of effective rehabilitation in the school setting. They indicated that a cooperation of vocational education and special education would be necessary to make possible such an in-school program on a state-wide basis. In 1964 the Directors of these two sections of the Missouri Department of Education studied the Texas Cooperative Program and proposed a plan for Missouri schools based on their findings (2).

They recommended the development of a comprehensive program for disabled children. This would begin with pre-school and extend through suitable employment. They pointed out that school programs for mentally handicapped children in Missouri and elsewhere were essentially academically oriented, and did not provide the following:

1. Vocational diagnosis and evaluation of employment potential by and with vocational rehabilitation staff.
2. Arrangements of actual job try-out and job training under the direction of vocational rehabilitation staff.
3. Job placement and supervision by vocational rehabilitation staff.
4. Coordination of a developmental program for special education students prior to coming into special rehabilitation programs; specifically;
    a. Curriculum planning for a developmental program for special education units jointly with experienced vocational rehabilitation staff for use by special education in training students prior to entering the special rehabilitation program (unit).

    b. Planning jointly with vocational rehabilitation staff for full utilization of existing services within the local school district for special education students; such as,
        (1) Industrial Arts and Home Economics
        (2) Extra-Curricular Activities and Concomitant Learnings
        (3) Homemaking Activities

(4) On-Campus Job Training
    (a) with school nurse
    (b) in school garage
    (c) in school cafeteria
    (d) with school custodian, etc.
(5) Value of Contact with a Variety of Adult Supervisors (1, p.3).

The administrators of the Section of Special Education realized that the largest segment of school children in need of a cooperative program would be those enrolled in classes for the educable mentally retarded. They submitted a revised curriculum (3) "...designed from the point of view that these students are in competition only with themselves (1, p.4)." It was without grade levels of annual promotion and allowed each pupil to progress at his own rate of development without comparison to norms or peers.

Studies made by the Section of Vocational Rehabilitation indicated that the handicapped lost jobs more often because of an inability to adjust to them than an inability to perform them per se, and that this failure was the result of a lack of supervision during early training and employment (1, p.7).

To deal with this difficulty, the proposal called for the development of suitable activities, job training stations, and places of employment which would provide supplemental vocational experiences, including expert supervision. These would be selected with the following purposes in mind:

1. Evaluating, studying, and developing vocational potential.
2. Exploring individual adjustment and learning problems in relation to vocations through a sampling of suitable work experience.
3. Developing dependable work habits.
4. Observing personality traits in a "work-world" atmosphere in order to nurture socially acceptable behavior in job training and employment.
5. Extending the program so that the young adult can proceed to on-the-job training, part-time employment or full-time job within the framework of vocational rehabilitation in a school setting.

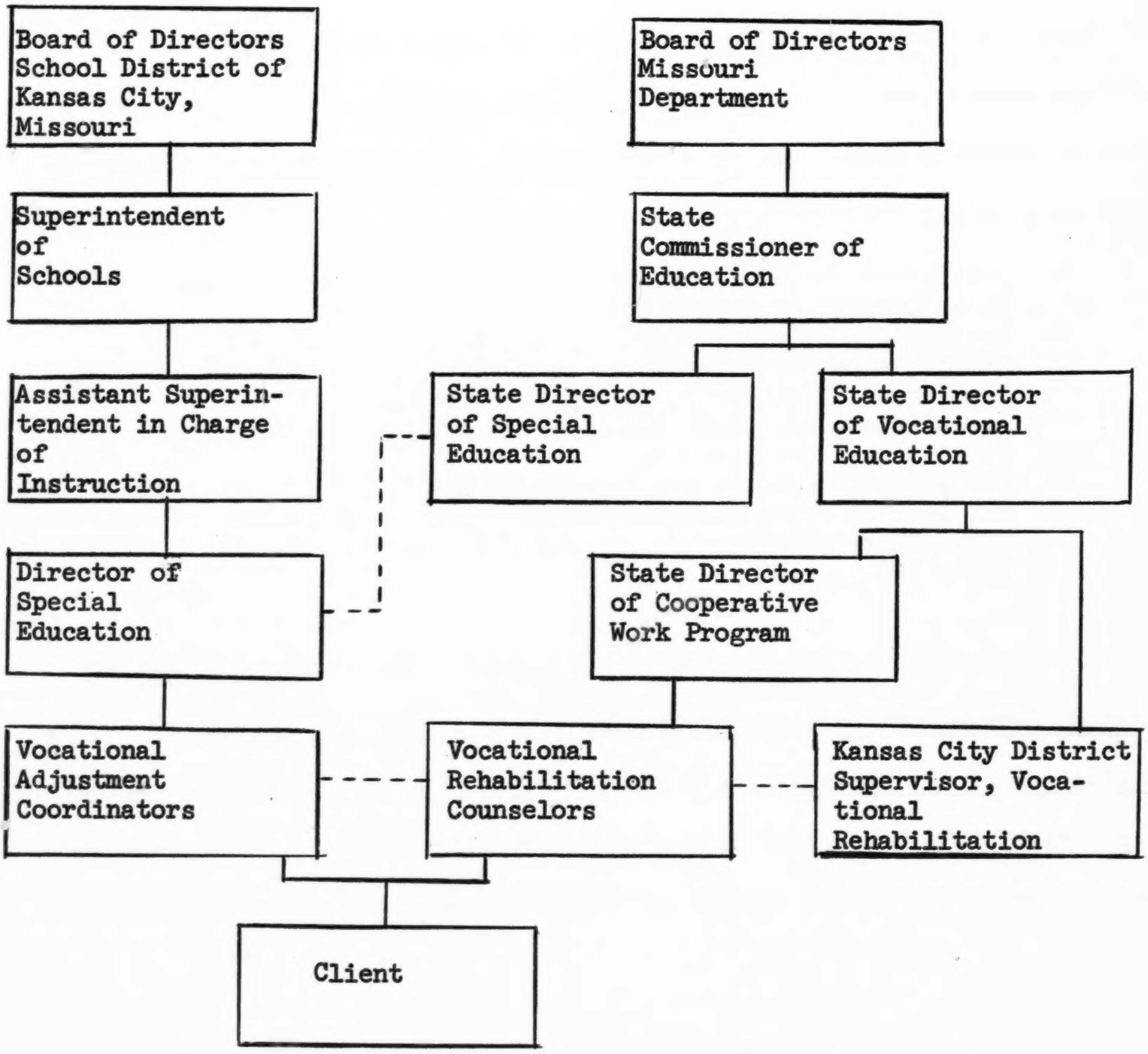
6. Providing at the secondary level a kind of prevocational and adjustment training laboratory in which the special education staff and the vocational rehabilitation staff can pool their efforts. From this laboratory, the vocational rehabilitation counselor can work for appropriate training and/or job placement as individuals reach job readiness. (1, p.8).

The Missouri Board of Education and the State Commissioner of Education believed the proposed program to be desirable and necessary for Missouri schools, and facilitated its adoption. The first program units (rehabilitation units) were placed at several Missouri schools in September, 1964. The first one in Kansas City began operating in March, 1965.

ORGANIZATION OF THE STATE PROGRAM

Responsibility and Authority

The Missouri Plan includes two separate but related programs. They are designed to provide continuous service to the handicapped child. The Section of Special Education, along with each cooperating school district, is responsible for one program, the Section of Vocational Rehabilitation for the other. All details of the Cooperative Plan must be approved jointly by the directors of these two sections. The line of responsibility at the State and local level is as follows:


Board of Directors School District of Kansas City, Missouri
Board of Directors Missouri Department
Superintendent of Schools
State Commissioner of Education
Assistant Superintendent in Charge of Instruction
State Director of Special Education
State Director of Vocational Education
Director of Special Education
State Director of Cooperative Work Program
Vocational Adjustment Coordinators
Vocational Rehabilitation Counselors
Kansas City District Supervisor, Vocational Rehabilitation
Client

ORGANIZATION OF THE LOCAL PROGRAM

Any public School District in Missouri may apply to the Section of Special Education for a rehabilitation unit. It should be located on a public senior high school campus, but where this is not feasible, a junior high school building or separate school building may be used. The minimum requirements for approval of a rehabilitation unit are as follows:

1. Sufficient number of handicapped students to warrant the establishment of a rehabilitation unit.
2. Designation of a vocational adjustment coordinator.
3. Meeting other requirements as set forth by the Missouri Department of Education such as certification of coordinator, necessary teaching equipment, classroom facilities, furniture, etc.
4. All persons accepted for services shall be clients of the Section of Vocational Rehabilitation, meeting the eligibility requirements set forth in the State Plan. (1, p.12).

Before a unit can be established in any school district an Agreement of Cooperation Between the Sections of Special Education and of Vocational Rehabilitation of the Missouri State Department of Education and Public School Districts Within the State must be signed by the directors of the two sections and by the superintendent of schools of the participating district (APPENDIX A).

Staff

Two key positions in the Cooperative Work Program are the Vocational Rehabilitation Counselor (VRC) who is employed by the Section of Vocational Rehabilitation, and the Vocational Adjustment Coordinator (VAC), a special education teacher who is employed by the local school district and is under the administration of the district's Director of Special Education (4). In 1964 the Missouri Department of Education described these positions and listed their duties as follows:

The Vocational Rehabilitation Counselor will work with the rehabilitation unit. His major duties and responsibilities are outlined herein. He is a regular rehabilitation staff member assigned to a district vocational rehabilitation office. He must hold a Master's Degree or its equivalent in rehabilitation counseling or a related field.

A Vocational Rehabilitation Counselor will be assigned by the Director of Vocational Rehabilitation to specific schools to supervise rehabilitation unit operations. His duties, among other things, shall be:

1. To appraise and determine eligibility of student for necessary rehabilitation services.
2. Consult with school officials on training arrangements within the participating school districts for those services that will be without cost to the Section of Vocational Rehabilitation.
3. Provide vocational rehabilitation services, not offered within the unit, for the individual trainees when extended services are needed.
4. Receive and evaluate, from the public schools, all records pertaining to those individuals accepted for rehabilitation services.
5. Initiate and conduct joint conferences with the vocational adjustment coordinator and school staff in screening applicants and providing services.
6. Approve all job training. He shall evaluate training facilities, make training arrangements and agreements, advise with the trainer and vocational adjustment coordinator when indicated.
7. Approve all expenditures for client services.
8. Approve all individual vocational rehabilitation plans for students accepted for vocational rehabilitation services.
9. Supervise the vocational adjustment coordinator's work with vocational rehabilitation clients.
10. Maintain individual case records of vocational rehabilitation clients. (1, pp.10-11).

The school appoints a vocational adjustment coordinator to work with the Rehabilitation counselor. The vocational adjustment coordinator plays a dual role in this program. First, he is a special education teacher; second, he functions as a member of the team in the rehabilitation process. This person has the key role in the program. Day by day contact and supervision, which is so necessary for success in training and employment for the mentally retarded, is maintained by the vocational adjustment coordinator with supportive assistance and guidance from the Vocational Rehabilitation counselor. (5, p.1)

> The Vocational Adjustment Coordinator will function as a regular rehabilitation staff member in rendering vocational rehabilitation services as provided for by this Plan. He is subject to the qualifications and standards which apply to all certified professional personnel of the school system. He must hold a Missouri Special Education Teacher's Certificate. His additional qualifications shall be similar to those of employees in comparable positions under vocational rehabilitation.
>
> A Vocational Adjustment Coordinator will be assigned to each participating unit. His duties are:
>
> 1. Administer vocational rehabilitation functions under the direction of the vocational rehabilitation counselor assigned to the local school district.
> 2. Maintain required records and reports on all students eligible for the rehabilitation unit.
> 3. Participate in joint conferences with the vocational rehabilitation counselor and other school personnel in referral of applicants enrolled in regular school program for rehabilitation services.
> 4. Be responsible for securing job training stations and supervision of on-the-job training under the direction of the vocational rehabilitation counselor, and act as a liaison person between the local community and the Section of Vocational Rehabilitation.
> 5. Formulate reports of successes and failures, with the vocational rehabilitation counselor, using this information to adjust program of services and evaluate program operation.
> 6. Act as consultant to the vocational rehabilitation counselor in all instances concerning clients. (3, pp.10-11)

The Kansas City Cooperative Work program requires a person with rather special personal qualifications to fill the role of VAC. He is required to "sell" the program without misrepresenting it; to report with honesty how well a child can learn to do a particular job. He works with families who have great difficulty accepting the fact that their child is incapable of performing normal schoolwork, and others who develop an almost parasitic dependence on his services. He must be able to meet company vice presidents and the city's poor with equal ease and without being patronizing or servile.

He must be sensitive to many moods of many people, and be capable of responding even to their subtlest communications (5).

Curriculum

The program for the educable mentally retarded is a separate and distinct curriculum tract with seven sequential development levels instead of the usual twelve academic grades. These levels are as follows:

Level	Chronological Age	Mental Age
I - Pre-Primary	6 to about 9	3.5 to about 6.5
II - Primary	9 to 11	About 6 to 8
III - Intermediate	About 11 to 13	About 6 to 10
IV - Introduction to Vocations	About 13 to 15	About 7 to 11
V - Exploring Vocations	About 14 to 16	
VI - On-the-Job Training	16 and older	
VII - Employment	16 and older	

(6, pp. 1-28).

The educational objectives of these seven levels are listed in APPENDIX B.

There is no typical schedule for the student enrolled in a special education class and also participating in the Cooperative Work Program. An attempt is made to tailor the school program and working hours to the individual. The conflicts in time schedules are resolved by the teacher, the school counselor, and the VAC, taking into account the student's individual or special needs.

YOUTH IN THE PROGRAM

In order to qualify for the Cooperative Work Program, a child must be on record as "educably handicapped" (I.Q. 48 to 78) and must currently be enrolled in a class for the educably mentally retarded. The present minimum acceptable age is 15-1/2 years, but pilot programs are currently underway at the Yeager and Wheatley Schools to assess the efficacy of a vocation oriented program with educably mentally retarded children eight to ten years old. If successful, they will be extended to other district schools. Another proposal for "job sites on campus" is under consideration for children thirteen to fifteen years old. This would involve youngsters in light, useful tasks around their schools in order to provide them with pre-vocational work experiences. Later, if feasible, a modified vocational education program might be included.

In two years the Cooperative Work Program has been able to train scores of mentally handicapped enrollees and place them in jobs. The quality of this training is verified by a high degree of satisfaction expressed by many of the employers (5). The limitation of most of these young people involves the range of their aptitudes. By learning to recognize these limits and concentrating in areas in which they are capable, they frequently are able to become quite expert in marketable skills. In 1966, one young program alumnus paid taxes on wages quite in excess of $7,000. He earned this sum working in an automobile assembly plant in the area. His supervisors consider him a valuable employee, and he is remunerated accordingly. Without the Cooperative Work Program, this young man and the others would have been unsuccessful students and at best marginally productive adults. The effects of this program on the lives of the enrollees and on the community appear profound (6).

Counseling in the Program

The training of VRC's and VAC's encompasses the areas of counseling with handicapped children and the parents of handicapped children.

The VRC counsels within the context of vocational rehabilitation which includes the correction of physical handicaps which would impair an enrollee's ability to perform a job.

The VAC's counseling role is similar to that ordinarily encountered by special education teachers. In addition, he is required to assist the child, the parents, and the employer to accept the fact that although the child is limited, there are certain jobs which he can perform well. This acceptance is the key to the program's success.

Developing employment situations is one of the VAC's roles. In two years more than fifty area employers have cooperated with the program. A large majority of them have expressed satisfaction with the quality of work they have received. There have been several cases where regular employees could not be retained on certain rather boring jobs for more than a short period. Trained program youngsters were then hired. They performed well and were content to remain (7).

Sometimes several jobs have to be tried out by a program enrollee before the "right" one is found. One boy thought he would like to work in a garage, so a suitable place was found for him. He remained two months. Then, in succession, he worked as a restaurant bus boy, in a kitchen, and as a custodian, but didn't like any of these. He then was hired as a custodian in an old folks home, and while he didn't like the work, he loved the patients. His VAC reported that, "The old men tell him the same stories in the evening as they did in the morning, but he listens because he can't remember them (7)." He now cares for the patients, and his supervisors praise his services.

Another young man who was unable to perform regular school tasks, had an interest in wiring radio circuits. His parents provided him with some electronic equipment and he became adept in this area. He will begin work at an electronics firm in the near future.

Often the circumstances of the families of these students are transformed by the change in the child's status from "handicapped" to productive. One family's only child was retarded. As she grew older, the parents deteriorated into a syndrome of poverty and alcoholic consumption. They existed on welfare income. The girl entered the Cooperative Work Program and was immediately given extensive medical treatment and fitted for a hearing aid. She was trained and employed full-time as a file clerk. She recently has been given a promotion with an increase in salary. Meanwhile, her parents have reacted with reborn optimism. They are now employed and are buying a home. In this case the VRC arranged for the child's medical care while the VAC assessed her capabilities, enrolled her in the training program, and procured her job while simultaneously working with the parents to bring about a change in their attitudes.

Even the very retarded benefit from the program. A girl who would otherwise be confined to an institution, has learned to stuff envelopes. Her salary is minimal, to be certain, but the fact that she can travel to her job and back and be productively employed represents a victory in human terms.

Each enrolled child is taught to save some of his earnings. Often the VAC will require that the parents agree to this, since new income can easily disappear in a poverty family (5).

Conclusion

The Cooperative Work Program, after two years, appears to be a most successful program. It has shown that the young people from whom the least is expected can be trained for a responsible place in society.

Even if human values are not considered, the program's cost can be justified as an investment in transforming a non-producer into a taxpayer.

One of the VAC's has estimated that the present program could expand five-or six-fold and still not be too large. According to her, there are enough qualified children to populate such an enlarged program, and enough job openings to accommodate them (7).

APPENDIX A

AGREEMENT OF COOPERATION BETWEEN THE SECTIONS OF SPECIAL EDUCATION AND OF VOCATIONAL REHABILITATION OF THE MISSOURI STATE DEPARTMENT OF EDUCATION AND PUBLIC SCHOOL DISTRICTS WITHIN THE STATE

WHEREAS, there are now enrolled in special education classes throughout the State almost 36,000 handicapped children and youth, of which approximately 2,000 are of employable age and are believed to be eligible for and in need of vocational rehabilitation services, and

WHEREAS, the Directors of the Sections of Vocational Rehabilitation and Special Education have recommended a coordinated program of services between Special Education and Vocational Rehabilitation, designed to "bridge the gap from school to employment," and

WHEREAS, from studies and recent experience, it has become apparent that the most effective and economical way of providing adequate service is through a close, cooperative working arrangement between Special Education and Vocational Rehabilitation, and

WHEREAS, the Special Education and Vocational Rehabilitation Sections, along with Public School Districts, have developed a cooperative plan and approach to serving disabled youth, jointly, within a school setting, and

WHEREAS, such proposed services have not been and are not currently being provided in most Public School Districts throughout the State, and

WHEREAS, The Missouri State Department of Education, Sections of Special Education and of Vocational Rehabilitation and a number of Public School Districts throughout the State, desire to cooperate in the establishment and operation of units as described in the attached Plan:

Now, therefore, said Sections and said school system mutually agree, as follows:

To establish and operate special vocational rehabilitation units in a secondary school setting, for the primary purpose of assisting in the rehabilitation of educable, physically and mentally handicapped young persons, sixteen (16) years of age and older.

The program of services consists of; (1) those services which are currently, traditionally, and legally the functions of Special Education, as described and assigned in the attached Plan, will be provided under the administration and supervision of the local public school district in cooperation with the Special Education Section of the State Department of Education; (2) those services which are currently, traditionally, and legally the function of Vocational Rehabilitation, as described and assigned in the attached Plan, will be provided under the direction and supervision of the Vocational Rehabilitation Section, State Department of Education.

I. The Section of Special Education of the State Department of Education agrees:

A. To allot to the applicant school district, in accordance with provisions of the Foundation School Program, and House Bill 200, and with the approval of the Directors of the Sections of Special Education and of Vocational Rehabilitation, funds for the reimbursement of special rehabilitation units which are described in the attached Plan.

B. To provide technical consultation as may be needed through State staff personnel.

C. To determine and certify to the Vocational Rehabilitation Section that the vocational adjustment coordinator meets the minimum standard established cooperatively by the Special Education Section and Vocational Rehabilitation Section for such position.

D. To approve the establishment of the special rehabilitation unit.

E. To perform the other duties and functions necessary to carry out the program as described in the attached Plan.

II. The Section of Vocational Rehabilitation of the State Department of Education agrees:

A. To assign, with the concurrence of the local school administrator, a rehabilitation counselor for each special rehabilitation unit, who will perform the functions described in the attached Plan.

B. To approve the plan of operation. Such approval will be based on a determination that the school district meets minimum standards as related to personnel, facilities, and program objectives.

C. To approve the nature and scope of services to be provided by Vocational Rehabilitation, as distinguished from training courses and other services which are included in the school curriculum.

D. To determine eligibility of all clients receiving vocational rehabilitation services as distinguished from special education services, and as described in the attached Plan.

E. To authorize all vocational rehabilitation expenditures.

F. To approve all individual vocational rehabilitation plans.

G. To accept referral of those physically and mentally handicapped individuals who need and are eligible for vocational rehabilitation services over and above those provided by the public school district, and to provide necessary services in accordance with provisions of the approved State Plan for Vocational Rehabilitation.

H. To provide administrative, technical, and consultative services as may be needed through State and district Vocational Rehabilitation staff.

I. To develop a budget for the operation of the unit.

J. To perform other duties and functions necessary to carry out the program as described in the attached Plan.

III. The Participating Public School District agrees:

A. To establish the special rehabilitation unit as described in the attached Plan.

B. To administer the special education program as distinguished from the vocational rehabilitation phase of the total program.

C. To provide the required space, maintenance of building, necessary utilities, custodial help, etc.

D. To designate a vocational adjustment coordinator with the concurrence of the Directors of Special Education and Vocational Rehabilitation who will function as a member of the vocational rehabilitation unit.

E. To receive and disburse funds from the Section of Special Education allotted to the special rehabilitation unit, in accordance with and for the purpose described in the attached Plan.

F. To prepare and submit an annual budget stating salary and time schedules of each vocational adjustment coordinator participating in the cooperative plan.

G. To maintain appropriate accounts and records and make such reports as may, from time to time, be reasonably required.

H. To provide access to school records and school evaluations.

I. To coordinate existing services within the school with the special rehabilitation program.

J. To perform the other duties and functions assigned and as necessary to carry out the program as described in the attached Plan.

The agreement may be terminated by either party hereto on thirty (30) days written notice.

This agreement shall become effective upon its signing by the duly authorized representative of the parties hereto.

____ __________________

Superintendent____________________School District Date

____ __________________

Director of Vocational Rehabilitation Date

____ __________________

Director of Special Education Date

APPENDIX B

COOPERATIVE PROGRAM BETWEEN SPECIAL EDUCATION, VOCATIONAL REHABILITATION AND LOCAL SCHOOL DISTRICTS

OBJECTIVES

Level I - Pre-primary (pupils with chronological ages from six to about nine and mental ages from 3.5 to about 6.5)

1. Development of physical and health habits
2. Development of motor and sensory skills
3. Development of social skills
4. Development of emotional stability
5. Development of speech and language skills
6. Parent education
7. Development of a clinical educational setting
8. Transition of school behavior to the home and community

Level II - Primary (pupils with chronological ages from about nine to eleven and mental ages from about six to eight)

1. Development of citizenship
2. Development of emotional stability
3. Development of physical and health habits
4. Development of motor and sensory skills
5. Development of speech and language skills
6. Development of quantitative thinking
7. Development of visual discrimination and memory
8. Development of auditory discrimination and memory
9. Development of writing skills
10. Development of reading skills
11. Development of arithmetic skills
12. Development of a clinical educational setting
13. Parent education
14. Transition of school behavior to the home and community

Level III - Intermediate (pupils with chronological ages from about eleven to thirteen and mental ages from about six to ten)

1. Verbal communication
2. Written communication
3. Arithmetic
4. Travel
5. Citizenship
6. Physical health and safety
7. Emotional stability
8. Management of materials and money
9. Home and family management
10. Parent education
11. Development of a clinical educational setting
12. Transfer of school behavior to home and community

OBJECTIVES

Level IV - Introduction to Vocations (students chronologically from thirteen to fifteen years of age, mental ages will range from about seven to eleven)

1. Orientation to the high school setting
2. Verbal communication
3. Written communication
4. Arithmetic
5. Travel
6. Citizenship
7. Physical health and safety
8. Emotional stability
9. Management of materials and money
10. Home and family management
11. Integration into those areas of the school program from which the student can benefit, with or without some modification of the verbal performance requirements of the course
12. Occupational readiness
13. Parent education
14. Development of a clinical educational setting
15. Transition of school behavior to the home and community

Level V - Exploring Vocations (students with chronological ages from about fourteen to sixteen)

1. Functioning in a high school setting
2. Functional verbal communication
3. Functional written communication
4. Occupational readiness
5. Occupational placement on campus
6. Drivers' education
7. Functional arithmetic
8. Travel
9. Citizenship
10. Physical health and safety
11. Emotional stability
12. Management of materials and money
13. Home and family management
14. Parent education
15. Development of a clinical educational setting
16. Transition of school behavior to home and community

Level VI - On the Job Training (students sixteen years or older)

1. Basic tool subjects where applicable
2. School assistance in occupational readiness
3. School assistance in societal placement
4. Placement on work station for a part of the day
5. Parent education
6. Clinical education setting
7. Transition of school behavior to home and community

OBJECTIVES

Level VII - Employment (students sixteen years of age or older)

This level is an extension of Level VI. The student will be on full-time employment under the supervision of the vocational adjustment counselor and vocational rehabilitation counselor. He will be drawing pay and considered a full-time employee. He will be carried on the school rolls. He should feel free to return to the school for guidance or handling of social and job problems as they arise. Help will be given by the school through the Occupational Problems course either on a regular basis or on a special unit basis.

Since it is possible that through either employer or employee responsibility, the student may terminate employment, the school will receive the student during the interim between jobs. During this time he would function in the special class, with intensive guidance. This should take the nature of evaluation of the reasons for non-success on the job and the strengthening of weaknesses or circumstances for future placement. This phase will be under the supervision of the rehabilitation counselor.

The administrative officer, upon the recommendation of the VAC, will determine if and when this school program has failed and services of another nature are needed.

Upon successful completion of this program, as outlined by the VAC, the student will be eligible for graduation and receipt of the diploma. His program desirably would be so scheduled as to allow him to participate as a member of the senior class with the attendant activities.

REFERENCES

1. Missouri Department of Education, Plan for Rehabilitation of Mentally Retarded and Physically Handicapped, 1964.
2. Interview with the Director of the Missouri Cooperative Work Program for the Mentally and Physically Handicapped, March 3, 1967.
3. Missouri Department of Education, Resource Materials Guide, Programs for the Educable Mentally Handicapped, 1964.
4. Missouri Department of Education, School-Work Program, 1964.
5. Interview with the Director of Special Education, the School District of Kansas City, Missouri, April 6, 1967.
6. Missouri Department of Education, Curriculum Guide, Programs for the Educable Mentally Handicapped, 1964.
7. Interview with Mrs. Jean Morgan, Vocational Adjustment Coordinator, April 4, 1967.

YOUTH ADJUSTMENT PROGRAMS IN KANSAS CITY SCHOOLS

THE CENTRAL PLACEMENT SERVICE

Joseph A. Herdler, Research Assistant
Department of Research and Development

THE SCHOOL DISTRICT OF KANSAS CITY, MISSOURI
DEPARTMENT OF RESEARCH AND DEVELOPMENT

January, 1967

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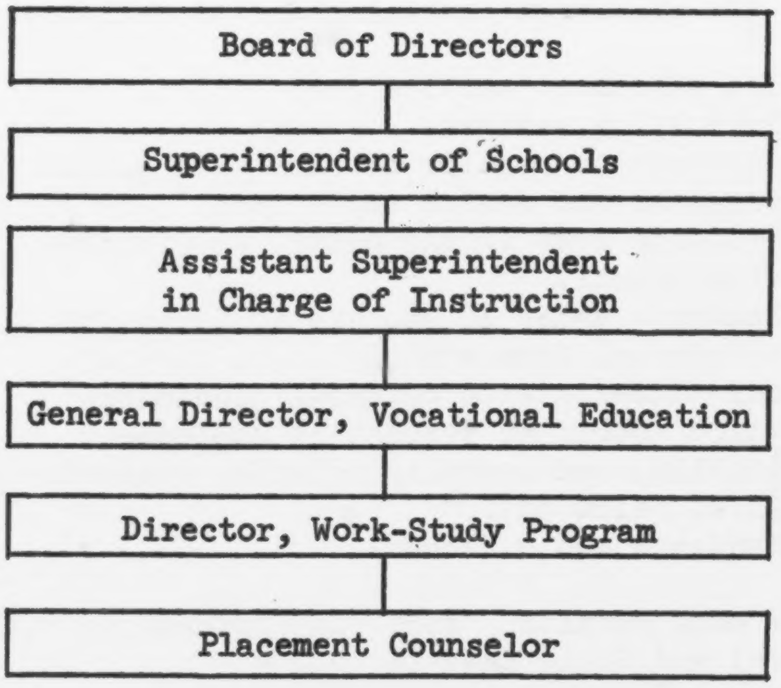
INTRODUCTION

The Central Placement Service of the School District of Kansas City, Missouri, was started in 1952 under the administration of the Director of Guidance and Counseling.

This service was created to assist various school district personnel in their efforts to find suitable jobs for students who needed them. It was believed that a central office could develop employment situations more efficiently than the individual school counselors and others working separately, and that it would act as a resource for the counselors when they worked with students who needed jobs.

AUTHORITY

In September, 1965, the administrative responsibility for the Central Placement Service was assumed by the Director of the Work-Study Program. It has not been changed since that time. The present line of responsibility is shown below.


Board of Directors
Superintendent of Schools
Assistant Superintendent in Charge of Instruction
General Director, Vocational Education
Director, Work-Study Program
Placement Counselor

Over a period of years the Central Placement Service has come to be known as the "Central Placement Office". Although this name is not official, its use is so general that it will be used in the remainder of this report.

STAFF

The Central Placement Office currently has a staff of two: the Placement Counselor and a secretary. During very busy periods the Director of Work-Study assists the Placement Counselor, a position at which he was previously employed. He and the secretary operate the office during the eight-week period between mid-June and mid-August when demands are lightest. The Placement Counselor is on forty-four weeks contract and does not work during this eight-week period.

A job description for Placement Counselor was developed while the office was still part of the Department of Guidance and Counseling. (Appendix B).

DUTIES

The duties of the placement counselor are as follows:

1. Provide placement service for:
    - a. Graduating seniors.
    - b. Students on regular or shortened school programs who desire employment.
    - c. Students over 16 who desire to withdraw from school.
    - d. Students under 16 who are approved for withdrawal from school.
    - e. All students with physical handicaps which appear to present an employment problem, and mentally retarded students (I.Q. below 80).
    - f. Students out of school.
2. Issue work permits sic in conformance with Federal and State Laws (1, p.23).

As a part of the School District of Kansas City, Missouri, the Central Placement Office is in operation to serve the students and former students of the district. However, by reciprocal agreement, job certificates are issued to students and former students of the School District of Kansas City, Kansas.

THE PROGRAM

Counseling

While the major focus of the Placement Counselor is generally upon finding the type of work for which each young person is best suited, a sensitivity to the total needs of adolescents is not precluded. From its beginning this office has been occupied by certified counselors and there has been an emphasis upon the particular problems of the young people.

For the most part the Placement Counselor works with the pupils rather than their parents. Because of her close communication with school counselors, the circumstances which have prompted an individual student to seek a job are usually known to her before the first interview.

Registration

Each young person who registers with the Central Placement Office is asked to complete a Student Employment Record card which lists information about him, including his interests. (Appendix C).

Minors Older Than Sixteen

If the young person is a minor but older than sixteen the Central Placement Office issues a Certificate of Age for Employment of Minors 16 and Over when requested by the prospective employer. (Appendix D).

Minors Younger Than Sixteen

An Intention to Employ form is used by the office when placing a minor younger than sixteen (Appendix E). The law does not require this form for every job. Such activities as working for one's parents, throwing papers, or working occasionally with the parents' knowledge and consent are legal. However, for the Central Placement Office the Intention to Employ form is a tool to verify whether a fourteen or fifteen year old pupil actually has a job, especially if he is requesting time off from his school day or if he intends to withdraw entirely.

The Intention to Employ form lists the minor's name and address and requires the signature of his parent, guardian, or legal custodian giving permission for him to work. Also listed are the name of the firm, the type of industry, the type of occupation, the number of days per week to be worked, and the starting and quitting times. The prospective employer or his authorized agent must also sign the form acknowledging his desire to hire this individual.

The young job seeker is also given a copy of the pamphlet Missouri School Attendance and Child Labor Laws (Appendix G). This booklet reminds parents of their legal responsibility regarding school attendance. It also enumerates the limitations of the child labor law which governs the employment of minors.

When the Placement Counselor receives a completed Intent to Employ form which lists an occupation with which she is not familiar, she telephones the prospective employer for a detailed description of the job to be certain that it is legally permissible for the employee in question. If the job involves early dismissal or complete withdrawal from school, permission must be obtained from the Department of Pupil Services.

Work Certificates

When the Placement Counselor is satisfied that the proposed job is suitable for the student, either a Certificate to Employ A Minor 14 or 15 Years of Age for Non-School Hours or a Certificate to Employ A Minor 14 or 15 Years of Age is given to the student depending, respectively, upon whether he intends to remain in school or not (Appendixes H and I). Either document issued must be properly completed by the Placement Office and delivered by the student to the employer who retains it in his files but returns it upon termination of employment. This helps ensure that school district records will account for minors who are under sixteen but not enrolled in school full time.

The proper use of Certificates of Age, Intention to Employ forms, and Certificate to Employ is required by Missouri State Law and Federal Law.

Students in School

The Placement Counselor works very closely with high school and junior high school counselors who do most of the actual referring of eligible students. Some are also referred by vocational instructors, administrators, and home-school coordinators. Ordinarily, when several students at one school are ready to seek employment, the school counselor telephones the Central Placement Office. The Placement Counselor then visits that school to work personally with each student and help him complete his Student Employment Record card. Some five to ten visits are made to each school each year, depending upon the school's location and the number of students attending who are seeking jobs. Where transportation is easily available (such as at

Southwest High School) the students often travel downtown by bus and appear in person at the Central Placement Office.

Students Out of School

It would be desirable if every young person who drops out of school would first discuss his situation with his school counselor. Unfortunately many students quit school by being "absent" indefinitely and forego the possible benefits of an exit interview. A small pamphlet entitled Getting A Job is generally available to these former students (Appendix J). It lists the names of four government offices which deal with the process of getting a job. The first of these is the "Public School Placement Office". Consequently many dropouts eventually contact the Central Placement Office to discuss their employment needs.

Graduating Seniors

A particularly busy time for the Central Placement Office is during senior surveys. Each March, special assemblies are held at the various high schools of the district to explain to the seniors the purpose and services of the Placement Counselor. They are then given an opportunity to complete a Senior Career Survey form (Appendix K) and to ask questions. The counselors of the school distribute and collect the forms and assist the seniors to respond to them correctly.

The number of young people seeking permanent or summer jobs is increased substantially as each class graduates in June. This creates a comparative shortage of jobs at this time of year. In order better to meet the employment needs of these young people, the Placement Counselor spends the interval between senior surveys and graduation in making an accelerated effort to locate appropriate job openings.

If any severely handicapped students are among the graduating seniors, their names are sent to the Central Placement Office by the school nurse or school counselor. The complete list is then forwarded to the Missouri Division of Vocational Rehabilitation and each of the young people is urged to seek the services of that office.

DEVELOPING EMPLOYMENT

Contacts with prospective employers have steadily increased during the fifteen years of Central Placement Office operation. An active file is maintained of some 200 firms with whom students have been placed by the Office. Each firm is listed on an Employer Order Card which provides specific information about types of jobs available there, the duties of each job, and the qualifications needed by prospective applicants for them (Appendix F).

Miss Ruth Thomson, Placement Counselor since 1960, regularly meets with both the Kansas City, Missouri, Women's Chamber of Commerce (of which she is a member) and the Personnel Management Association of Greater Kansas City. At these meetings she is able to relate personally with many of the personnel managers and other representatives of local firms and over the years they have come to rely on the Central Placement Office to provide young employees as their needs for them develop. These employers are additionally assured that any minor whom they hire will have been screened for legal contingencies by the office before being placed. The Placement Counselor has a thorough understanding of State and Federal Child Labor and School Attendance Laws and can readily determine if a particular child can legally work at a particular job. Complete legal references are kept at the Central Placement Office to verify the legality of any possible employment circumstance.

Apparently these services have been well received by employers because many of them when seeking employees, call the Central Placement Office before any other resource.

An incidental but important result of these services is the good-will they have generated between the School District and the Kansas City business community.

APPENDIX A

REFERRAL, PLACEMENT, AND JOB CERTIFICATE DATA FOR THE CENTRAL PLACEMENT OFFICE DURING THE TEN-YEAR PERIOD 1956-57 THROUGH 1965-66

School Year	Number of Student Referrals	Number of Job Placements	Estimated Number of Employer Contacts	Number of Referrals to Vocational Rehabilitation	Estimated Number of Inquiries About Work Certificates	Number of Work Certificates Issued
1956-57	1,420	512	2,500	87	2,000	890
1957-58	1,437	436	4,000	89	1,900	665
1958-59	1,393	518	4,500	128	1,500	780
1959-60	1,269	436	4,500	130	1,250	907
1960-61	1,308	433	4,500	143	1,250	677
1961-62	1,515	468	4,500	137	1,250	860
1962-63	1,749	462	4,500	126	1,250	703
1963-64	1,700	680	4,500	151	1,350	1,134
1964-65	1,647	454	4,500	209	1,500	984
1965-66	1,406	431	3,500	197	2,500	1,144

The figures above are taken from the annual Reports to the Superintendent, School District of Kansas City, Missouri for the years shown.

APPENDIX B

Job Description:

Under the supervision of the Director of Guidance and Counseling, the Placement Counselor shall be responsible for the student job placement service. It shall be his responsibility to:

1. Provide job placement service for students referred to him by school counselors, principals, and other authorized school personnel.
2. Advise with school counselors and other school personnel regarding job opportunities for individual students and graduates.
3. Determine desirable job opportunities through employee contacts.
4. Advise with students on job opportunities and make referrals to employers.
5. Issue work certificates.
6. Coordinate the school placement service with other agencies and groups serving pupils.
7. Conduct surveys and follow-up studies essential for successful student job placement.

Qualifications:

1. Personal:

   A philosophy recognizing individual differences and the responsibility of serving all pupils.

   Ability to interest and inspire confidence in students.

   Ability to hold respect of faculty and to be of substantial assistance to them.

   Efficiency in organizing an office and in keeping and interpreting the necessary records.

   Mature judgment, cheerful disposition, great tact.

   Ability to work with adults from all socio-economic levels.

2. Professional -- Minimum:

Master's Degree
Missouri State Counselor Certificate

Professional training in the following guidance areas in approved institutions:

Principles and Practices of the Guidance Program
Counseling Techniques
Mental Hygience
Group Testing for Guidance Purposes
Individual Testing for Guidance Purposes
Supervised Counseling Experience
The Individual Inventory
Occupational and Educational Information

3. Experience:

Three years of successful teaching. Acquaintance with community agencies and a knowledge -- perferably acquired through experience -- of working conditions in occupations other than teaching. Other factors being equal, preference is given to those with some teaching experience in Kansas City, Missouri.

Placement Counselor

Sex:

Man or woman.

Salary Range:

$30.00 per month above the salary as a teacher.

Length of Contract Year:

Forty-four to forty-six weeks.

m

APPENDIX C

KANSAS CITY, MISSOURI, PUBLIC SCHOOLS
STUDENT EMPLOYMENT RECORD BOY______ GIRL______

Form 01149

Name ________________ Address ________________ Date ________

Telephone ________ Birthdate ________ Height ______ Weight ______

School ____________ Year in School ________ Home Room ________

School Program from ______ a.m. p.m. to ______ a.m. p.m. Date Withdrawn ________

Present Job ___ Last Job ____ C.O.E. ____

Firm ____________

Address ________ Phone ______

Job Title ____________

Duties ____________

Date Started ______ Ended ______

(To Be Completed at Time of Placement)

Firm ____________

Address ________ Phone ______

Job Title ____________

Duties ____________

Date Started ______ Ended ______

Hours of Work									Hours of Work								
	M	T	W	Th	F	S	S	Total Hours Weekly		M	T	W	Th	F	S	S	Total Hours Weekly
Begin									Begin								
Quit									Quit								
Hours Daily									Hours Daily								

Date available for work __________ Part-time ______ Full-time ______

After school hours ______ Thursdays and Saturdays ______ Shortened school days ______

Kind of work preferred ____________

(To be completed at time referral is made)

Subjects studied (in years): Typing ______ Stenography ______ Bookkeeping ______

Woodwork ______ Metals ______ Drafting ______ Art ______ Math ______

Trade course ____________ Years studied ______

Scholarship average in all subjects ______ Best subject ________

Citizenship: W.H. __ R. __ S.C. __ G.O. __ Attendance: Regular ______ Irregular ______

Test Results (percentiles): Terman ______ A.C.E. ______ Reading ______

Jr. English ______ Jr. Math. ______ Clerical Aptitude ______ Mech. Aptitude ______

Employment Limitations ____________

Referred by ____________

Referrals ____________

APPENDIX D

Form 4

TO BE ISSUED IN TRIPLICATE
Original to be sent to employer.
One to be filed in issuing office.
One to be mailed to Division of Industrial Inspection, Department of Labor and Industrial Relations, P.O. Box 449, Jefferson City, Missouri.

STATE OF MISSOURI

CERTIFICATE OF AGE FOR EMPLOYMENT OF MINORS 16 AND OVER

Section 294.080 S.S.S.B. 17, 1957

(Prepared by State Commissioner of Education in accordance with Section 294.070, 1957.)

Certificate No. ____________

County of ____________

City of ____________

Date of Issuance ____________

1. Name of minor ____________

Address ____________

2. Age ________ Sex ________ Color ________

3. Date of birth ____________
(Month) (Day) (Year)

4. Place of birth ____________
(Town) (State)

5. Parent or guardian:

____
(Name)

____
(Address)

6. ____________
(Signature of Minor)

7. Grade completed ____________

8. Name of School ____________

____
(City) (State)

9. Evidence of age accepted:

____

____

10. The above-named minor is to be employed by:

____
(Firm's Name)

____
(Business Address)

____
(Industry)

____
(Occupation)

____
(Signature of Issuing Officer) (Title)

____

This certificate must be retained in the employer's file.

APPENDIX E

Form 1

STATE OF MISSOURI

INTENTION TO EMPLOY

Section 294.051 S.S.S.B. No. 17, 1957

(Prepared by State Commissioner of Education in accordance with Section 294.070, 1957.)

______________________ Date ______________________
(City)

____
(County)

The undersigned intends to employ:

____
(Name and address of the minor)

in the capacity of ____
(Specific Occupation) *(Industry)*

for ________ days per week; ______ hours per day beginning ________ A.M. and Closing ________ P.M.

____
(Name of employer) *(Business Address)*

The undersigned intends to employ the above named minor immediately upon receipt of a certificate issued in compliance with the Missouri State Law.

____
(Signature of employer or authorized agent)

I ______________________ give permission for the employment of the above named minor.
(Parent, guardian, or legal custodian)

APPENDIX F

KANSAS CITY, MISSOURI, PUBLIC SCHOOLS

01148

EMPLOYER ORDER CARD

Firm ______________________ Date ____________

Address ______________________ Telephone ____________

Person making request ______________________

Job Title ______________________

Job Duties ______________________

____

Requirements: Education ____________ Age ____________ Date ____________

Vacancies ____________ Boys ____________ Girls ____________ Salary ____________

Full-time ____________ Part-time ____________ Hours ____________

Information from ______________________

Remarks:

APPENDIX G

Missouri
School Attendance
and
Child Labor Laws

Enacted
by the
GENERAL
ASSEMBLY

•

1957

issued by

Department of Vocational - Technical
Education

Public Schools, Kansas City, Missouri

School Attendance

Parents or guardians are responsible for regular school attendance or equivalent home instruction of children between the ages of 7 and 16 years, except

1. Children determined to be physically or mentally incapacitated may be excused by the superintendent of schools or his designee.
2. Children between 14 and 16 years of age may be excused by the superintendent of schools, or his designee, when legal and desirable employment is obtained.

Child Labor Law

Work certificates are necessary for the employment of children between 14 and 16 years of age during the regular school term, except for children who are

1. Working for parents or guardians.
2. Working occasionally with the knowledge and consent of parents or guardians.
3. Twelve years of age or over who work in the sale, delivery, or distribution of newspapers, magazines or periodicals.

No child under 14 years of age shall be employed or permitted to work in any other occupation at any time.

Work certificates shall not be issued for children under 16 years of age for work before 7 A.M. or after 7 P.M. on days immediately preceding days when school is in session; other days' employment may be until 10 P.M. However, no child under 16 years of age may work for more than 8 hours in any day, nor more than 6 days or 40 hours in any week.

No child under 16 years of age may be employed in

1. Any hazardous employment.
2. Any poolroom or bowling alley.
3. Any capacity where sleeping accommodations are furnished.
4. Any establishment where intoxicating alcoholic liquors are served or sold for consumption on the premises.

Work certificates shall be issued and signed by or under the direction of the superintendent of public schools of the district in which the child resides or, if there is no such superintendent, by the county superintendent of schools.

Work certificates will be issued only when the child appears in person presenting

1. **A promise of employment signed by a prospective employer stating the nature of the work and the hours of employment.**
2. **A written consent of the parent or guardian for the job described (for children under 16).**
3. **A certificate from the principal of the school which the child attends or has attended showing the grade of school work completed (for children under 16).**
4. **Proof of age as shown by a birth certificate or other documentary evidence.**

A copy of the work certificate shall be transmitted to the employer who shall keep the certificate on file during the child's employment. Upon the termination of the employment of children under 16, the work certificate shall be returned immediately to the issuing officer.

Work certificates may be issued when employers desire the certification of ages of employees over 16 years of age.

Any person violating the provisions of this act shall be deemed guilty of a misdemeanor.

Employers under the jurisdiction of federal regulations must also comply with the provisions of the Federal Child Labor Law, which requires that a work certificate be on file before the minor starts work.

Work certificates are issued in the Kansas City, Missouri, school district by the Student Placement Officer, Room 719 of the Board of Education Building, 1211 McGee, Monday thru Friday. No fee is charged for issuing work certificates.

APPENDIX H

Form 3

STATE OF MISSOURI

CERTIFICATE TO EMPLOY A MINOR 14 OR 15 YEARS OF AGE FOR NON-SCHOOL HOURS

Section 294.027 S.S.S.B. 17, 1957

(Prepared by State Commissioner of Education in accordance with Section 294.070, 1957.)

TO BE ISSUED IN T[illegible]LICATE
Original to be sent to employer.
One to be filed in issuing office.
One to be mailed to Division of Industrial Inspection, Department of Labor and Industrial Relations, P.O. Box 449, Jefferson City, Missouri.

Certificate No. ____________

County of ____________

City of ____________

Date of Issuance ____________

First ________ Reissue ________

1. Name of Minor ____________

Address ____________

2. Age ________ Sex ________ Color ________

3. Date of Birth ____________
(Month) (Day) (Year)

4. Place of Birth ____________
(City) (State)

5. Parent or Guardian:

____
(Name)

____
(Address)

6. ____________
(Signature of Minor)

7. Grade Completed ____________

8. Name of School ____________

____
(City) (State)

9. Evidence of age accepted:

____

____

10. The above-named minor is to be employed by:

____
(Firm's Name)

____
(Business Address)

____
(Industry)

____
(Occupation)

____
(Signature of Issuing Officer) (Title)

____

This certificate must be retained in the employer's file. CERTIFICATES FOR MINORS **UNDER 16 YEARS OF AGE** MUST BE RETURNED TO THE ISSUING OFFICER IMMEDIATELY AFTER EMPLOYMENT

No minor under 16 may work more than 8 hours a day, 6 days or 40 hours a week, or before 7 a.m. or after 10 p.m. **During the school term they may not work after 7 p.m. on days immediately preceding a school day.**

All occupations dangerous to life and limb or injurious to health or morals are declared unlawful for minors under 16 according to Section 294.040 of

APPENDIX I

Form 2

TO BE ISSUED IN TRIPLICATE
Original to be sent to employer.
One to be filed in issuing office.
One to be mailed to Division of Industrial Inspection, Department of Labor and Industrial Relations, P.O. Box 449, Jefferson City, Missouri.

STATE OF MISSOURI

CERTIFICATE TO EMPLOY A MINOR 14 OR 15 YEARS OF AGE

Section 294.027 S.S.S.B. 17, 1957

(Prepared by State Commissioner of Education in accordance with Section 294.070, 1957.)

Certificate No. ____________

County of ____________

City of ____________

Date of Issuance ____________

Type of Certificate (check one)

☐ Part-time ☐ Full-time

First ____________ Reissue ____________

1. Name of Minor ____________

Address ____________

2. Age ________ Sex ________ Color ________

3. Date of birth ____________
(Month) (Day) (Year)

4. Place of birth ____________
(Town) (State)

5. Parent or guardian:

____
(Name)

____
(Address)

6. ____________
(Signature of Minor)

This certificate must be retained in the employer's file. CERTIFICATES FOR MINORS **UNDER 16 YEARS OF AGE** MUST BE RETURNED TO THE ISSUING OFFICER IMMEDIATELY AFTER EMPLOYMENT IS TERMINATED.

7. Grade Completed ____________

8. Name of School ____________

____
(City) (State)

9. Evidence of age accepted:

____

____

10. The above-named minor is to be employed by:

____
(Firm's Name)

____
(Business Address)

____
(Industry)

____
(Occupation)

____
(Signature of Issuing Officer) (Title)

____

No minor under 16 may work more than 8 hours a day, 6 days or 40 hours a week, or before 7 a.m. or after 10 p.m. **During the school term they may not work after 7 p.m. on days immediately preceding a school day.**

All occupations dangerous to life and limb or injurious to health or morals are declared unlawful for minors under 16 according to Section 294.040 of Child Labor Law.

APPENDIX J

GETTING A JOB

VOCATIONAL-TECHNICAL EDUCATION DEPARTMENT
Kansas City, Missouri, Public Schools

To Find a Job, Register with

YOUR HIGH SCHOOL COUNSELOR

PUBLIC SCHOOL PLACEMENT OFFICE
Room 719, Board of Education Bldg.
1211 McGee — BA 1-7565 ext. 243
Office Hours: Monday — Friday
8:00 a.m. to 4:30 p.m.

●

PLACEMENT COUNSELOR
Ruth F. Thomson

●

WORK CERTIFICATE
Secure a Work Certificate or Age Verification by bringing a written promise of employment and birth certificate to Room 719

VOCATIONAL REHABILITATION
Room 1005 — Traders Bank
12th and Grand — VI 2-9047
Office Hours: Monday — Friday
8:00 a.m. to 5:00 p.m.

●

SOCIAL SECURITY ADMINISTRATION
Federal Office Building
907 Walnut — FR 4-3682
Office Hours: Monday — Friday
8:30 a.m. to 4:30 p.m.

●

YOUTH OPPORTUNITY CENTER
MO. STATE EMPLOYMENT SERVICE
1743 McGee — VI 2-9305
Office Hours: Monday — Friday
8:00 a.m. to 4:30 p.m.

APPENDIX K

KANSAS CITY, MISSOURI, PUBLIC SCHOOLS

STUDENT PLACEMENT OFFICE
1211 McGee Room 719

SENIOR CAREER SURVEY - JANUARY, 1967

Name____________________ Address____________
Last First Middle

Telephone__________ Birthdate__________ Height____ Weight____

School______________ Male___ Female___ Class rank__________

Subjects studied in high school:

	Name of Course	Letter Grade		Number of Years Taken	Letter Grade
Mathematics			Typing		
			Shorthand		
			Bookkeeping		
			Woodwork		
Science			Metals		
			Drafting		
			Art		
Vocational-Technical			Homemaking		

Future vocational plans____________________

Future school plans: College - Yes___ No___ Undecided__________

Name of school: 1st choice__________ 2nd choice__________

Name of scholarship applied for____________________

Plans to enter military service: Date__________ Branch__________

Present job: Firm__________ Address of firm__________

Job title__________ Date started__________ COE______

Expect to continue with this firm after graduation? Yes___ No___ Undecided______

Employment limitations____________________

Employment plans: Permanent full-time__________ Summer only__________

Date available for work____________________

Type of work preferred: 1st choice____________________

2nd choice____________________

REFERENCES

1. The School District of Kansas City, Missouri, Administrative Code, 1961.

2. U. S. Department of Labor, Child-Labor Bulletin No. 101(Revised), 1963.

3. U. S. Department of Health, Education, and Welfare, State Legislation on School Attendance and Related Matters, 1960.

YOUTH ADJUSTMENT PROGRAMS IN KANSAS CITY SCHOOLS

WORK-STUDY PROGRAM

Joseph A. Herdler, Research Assistant
Department of Research and Development

THE SCHOOL DISTRICT OF KANSAS CITY, MISSOURI
DEPARTMENT OF RESEARCH AND DEVELOPMENT

December, 1966

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INTRODUCTION

Since 1961 the School District of Kansas City, Missouri has been conducting a Work-Study (W-S) Program in several of its junior and senior high schools. This study was designed to determine whether a modified school program combined with systematic work experience would reduce the rate of dropping out among a group of eighth-grade boys who had been identified as likely to drop out (1, pp. 4-5).

The Kansas City W-S program was begun prior to the current general interest in programs for disadvantaged youth and before the funds to implement them were available from government sources. It stands as a pilot study in its sixth year, and as such might well serve as a reference for the many programs recently started and still in various stages of planning.

The intent of this report is to provide a brief description of the W-S program, to examine some of its results up to this time, and to place it in context with other youth adjustment programs which currently involve children of the School District of Kansas City, Missouri

BACKGROUND OF THE STUDY

The W-S program was conceived in 1960 by Robert J. Havighurst as a possible way to meet the educational needs of a large number of boys with records of marginal school achievement who were not being adequately served by existing school programs. The idea for the program grew out of a nine-year study of one-thousand children in Quincy, Illinois which began in 1951 and with which he was associated. The book Growing Up In River City documents results of this study (2).

The Quincy study showed that a fourth to a third of boys from working-class or "blue-collar" families were especially vulnerable to delinquency. Consequently the design of the W-S program was directed primarily at this group and did not include those engaging in "middle class delinquency". By age thirteen or fourteen these boys could be identified by their teachers and age-mates as those not successfully "growing up" through the customary avenue provided by the schools. This group could be expected to drop out of school as soon as legally possible; most would have difficulty finding and holding jobs; and many would turn for gratification to various forms of delinquent behavior.

In Quincy, it was further found that:

> "a. A Group of 15 to 20 per cent of boys can be found of whom 90 percent or more will drop out of school by age 16 under present conditions.
>
> b. This group contains about half the boys who will become delinquent."

The workers at Quincy developed a screening technique for sixth-and seventh-grade boys which:

> "a. Identifies those with the greatest aggressive maladjustment.
>
> b. Identifies those who are failing in school work.
>
> c. Follows this identification procedure with a home interview which confirms or rejects the identification."

This screening procedure was found to be economical and simple to administer. (3, pp.2-3)

Its Developers

The W-S program was developed as a proposed program for Kansas City, Missouri Public Schools by the following group of people:

James A. Hazlett, Superintendent of the Kansas City Public Schools

William D. Bryant, Director of Community Studies, Incorporated

Homer Wadsworth, Executive Director, Kansas City Association of Trusts and Foundations.

Robert Barnes, Director, Mental Health Foundation of Greater Kansas City,

Robert J. Havighurst, Professor of Education, The University of Chicago (3, p. 1).

The proposal was submitted to the Kansas City, Missouri Board of Education in 1960 and its implementation was authorized by them in the same year. The above group was designated by the Board as a steering committee who would periodically report on the program's progress.

The Budget

Funds for the W-S program were provided from three sources: The School District of Kansas City, Missouri, Kansas City Association of Trusts and Foundations, and the Ford Foundation. A sample budget appears in Appendix A.

Public Information

Community understanding of the W-S program was considered quite important by the program developers. They felt that public acceptance of the effort would be greater if the program purposes were made clear. They also felt that it would be easier to develop job openings for program boys in the later stages of the program if potential employers were approached early and asked for their cooperation. To this end the press, the electronics media, and various civic and service organizations were given program information and solicited for support (1, p. 9).

1. The Program as Proposed

The W-S program hypothesis was that "...modified classroom study combined with systematic and supervised work experience beginning in the eighth grade will reduce the rate of dropping out of school and delinquent behavior among boys most likely to make these adjustments (4, p. 1)."

To test this hypothesis, two groups of boys identified by screening as likely to drop out and become delinquent were to be the subjects of a six-year longitudinal study. The groups would be chosen from a common sample in the participating schools. Each group would then be further divided into Experimental and Control Groups. The Experimental Groups would receive systematic work-study experience while the Control Groups would not. The Experimental and Control Groups would then be compared with regard to incidences of dropping out of school, delinquency, and early adult adjustment.

The design for the Kansas City Work-Study Program differed from those in other cities in that it started with younger boys and incorporated a work-group stage which preceded part-time employment with private employers (3, p. 4).

The W-S program was also intended to study the feasibility of operating such a program in the public schools at no additional cost beyond that of the regular curriculum.

The W-S program was designed to begin with the eighth grade and terminate after the tenth. It was divided into three stages as follows: Stage I would begin in the eighth grade when the boys were thirteen-to fifteen-years old. For half the school day they would participate in classroom programs geared to the temperaments, interests, and abilities of the groups. The other half-day was to be spent by the groups doing some form of socially useful work under the direction of a trained work supervisor. A list of the types of jobs performed by the boys in this stage appears in Table II on page 15.

Stage II was to follow the successful completion of Stage I when the boys were fifteen to seventeen years old. During Stage II the half-day academic program would continue, but the other half-day would provide individual job experience with private employers. Supervision during Stage II was to be provided for the boys not only by their employers, but also by one of three Employment Coordinators who would be part of the W-S staff.

Stage III was for boys sixteen to eighteen years old who had completed Stage II. Stage III was to include full-time employment with continued guidance from an Employment Coordinator (3, p. 21).

The Staff

Maximum Staff needs for the W-S program included the following:

Position	Number Required
Director	1
Academic Instructors	4
Work Supervisors	4
Assistant Work Supervisors	4
Employment Coordinators	3
Research Associates	2

Program Responsibility and Authority

The Assistant Superintendent of Schools in Charge of the Division of Practical Arts was made responsible for the development of the three work stages and the development and training of Work Supervisors, Assistant Work Supervisors, and Employment Coordinators.

The Division of Instruction, which includes the Department of Guidance, was made responsible for the academic program in Stages I and II and the counseling services utilized.

The Senior Research Associate was to be a member of the staff of Community Studies, Incorporated. His junior counterpart would be attached to the School District's Department of Research which is directly responsible to the Superintendent of Schools.

Overall planning was under the general direction of the Superintendent of Schools.

It was considered likely that competent and interested persons could be found in the large Kansas City, Missouri teaching staff to fill the roles of Academic Instructors, Work Supervisors, and Employment Coordinators. These were to be certified teachers employed by the School District of Kansas City, Missouri on regular ten-month teachers' contracts. Assistant Work Supervisors would be selected on the basis of their interest in both the program and the boys, and on their qualifications for giving practical guidance (3,pp.7-10).

The Sample as Proposed

Selection of participating boys was to be based upon the screening methods developed by the Quincy study. Approximately 200 Experimental and 200 Control Boys were to be selected from students enrolled in the seventh grades of inner-city schools which feed into the four junior high schools chosen to participate in the Experiment. These were: Central, Lincoln, Northeast, and West. Half of the boys enrolled in the fall of 1961, and the other half in 1962. The purpose of the two groups enrolling a year apart was to allow the program to start more slowly so "...mistakes made with the first year experimental group can be corrected with the following experimental group (3, p. 5)". The W-S project was to be added to the school system as though it were a permanent part of the curriculum.

The four participating schools all served families from low and low-middle socio-economic levels. Northeast Junior also served some middle socio-economic families and had an all-white enrollment while Lincoln Junior had an all-Negro enrollment. Central Junior was mostly Negro students and West Junior was racially integrated and served a large number of Mexican families.

Screening Methods

In order to select appropriate boys for the study, it was decided to include the entire seventh grades of those inner city schools served by the four participating junior high schools. Identification of the boys was based on the following criteria:

a. Each boy chosen must have scored between 80 and 105 on IQ tests (average or below) given him as part of the school district's minimum testing program (5).

b. Each boy must have been below average in his school achievement record.

c. Each boy must have been identified as "aggressively maladjusted" on the "Who Are They?" (WAT) Test. This peer-rating sociometric instrument is a modification of the WAT used in the Quincy study. It measures qualities of leadership, aggressive maladjustment, and withdrawn maladjustment. Ratings were made by both boys and girls.

d. Each boy must be identified as "aggressively maladjusted" on the "Behavior Description Chart" (BDC). This provides measurements similar to those provided by the WAT, but from the viewpoint of the teacher. The BDC requires a "forced choice" for each of its ten pentads or five-statement multiple-choice items. On this instrument the teacher is required to pick the statement "most like" and the one "least like" each boy for each of the ten pentads (6, pp.23-37).

In addition, a "Home Interview Schedule" was to be completed for each boy chosen. This was initially intended to refine the screening procedures so that only the most seriously maladjusted boys would be included in the sample. It was discovered that such refinement would have reduced the numbers of boys below an appropriate level. However, the interview was useful for providing socio-psychological data and was necessary in order to obtain parental consent for the participation of Experimental Boys in the program. The Experimental Program was to be sufficiently flexible so that any Experimental Boy could re-enroll in a regular academic curriculum if he and his parents desired, or if his teacher found his school work improved enough to recommend such a change. Control Boys would remain in a regular junior and senior high school curriculum throughout.

It was anticipated that some parents would refuse to allow their boys to participate in the program. This group was to be treated as a second Control Group (1, p. 6). It was felt by the designers that the fact that some parents would accept a non-academic program on behalf of their sons might be a factor in the future school success of these boys.

The Work-Study Certificate

The W-S program was intended specifically for boys who were failing in their school work and who were identified as probable dropouts, an opinion corroborated by their parents. Its modified, half-time academic program along with the work experience, was designed to better prepare them for employment sometime after Grade Ten, but did not provide sufficient credits for graduation. Therefore, instead of a diploma, a special work certificate was provided for presentation at the end of the tenth grade to acknowledge three year's participation in the program (1, p. 2).

Other Considerations in the Design

In addition to comparing the Experimental and Control Groups for delinquency, dropping out of school, and early adult adjustment, comparisons were to be made in the following areas:

> Regularity of school attendance
> Conditions associated with school drop-out: to take a job or nothing in view, attitude toward school at the time, relations with school personnel at the time.
> Achievement test scores in reading, arithmetic and general knowledge.
> Personal adjustment as measured by objective and projective techniques.
> Social adjustment, as measured by sociometric instrument and teacher ratings.
> A measure of attitudes toward school.
> A measure of self-concept and of vocational aspirations.
> A rating of job adjustment and work competence at the end of the experiment.
> (3, p. 13).

2. The Program in Operation

The Sample

Initial screening of seventh grade boys was conducted in the spring of 1961 and by the fall of that year 180 boys (then eighth graders) had been selected for Group One. Eighty-seven of these boys were enrolled as Experimental (X_1), and ninety-three as Control (C_1). The second group screened a year later, was comprised of 116 Experimental (X_2) and 121 Control youth (C_2). In addition to the four junior high schools in which the first group was enrolled, a fifth school, East High, was added for the second group in order to have a more equal representation of races in the second sample. Table I compares the numbers and percentages of Negro and non-Negro boys enrolled in 1961 and 1962.

TABLE I

Comparison of numbers and percentages of Negro and non-Negro boys enrolled in the Work-Study Program

GROUP	NEGROES	NON-NEGROES	TOTALS
X_1	52 (60%)	35 (40%)	87
C_1	60 (64.5%)	33 (35.5%)	93
TOTAL	112 (62.2%)	68 (37.8%)	180
X_2	59 (51%)	57 (49%)	116
C_2	61 (50%)	60 (57%)	121
TOTAL	120 (50.6%)	117 (49.4%)	237
TOTALS	232 (55.6%)	185 (44.4%)	417

As anticipated, parents of forty of the boys selected for experimental groups refused permission to enroll. These boys were then made part of a non-consent control group (C-NC_1, or C-NC_2). The research associates believed that a corresponding but hidden sub-group would also be present in the C_1 and C_2 sample, and would have to be considered statistically since, of course, the parents of control boys were never asked for permission. Some of the observations about this sub-group are reported in Progress Report Number IV (7, pp. 18-19). Three interviews were conducted for each Experimental and Control boy in addition to the "Home Interview Schedule" which was done at the time of screening. One interview was with the boy's parents when he was about 15-1/2 years old, another was with the boy himself at the same age. The third was with the boy when he was about seventeen. These interviews were based upon interview guides (Appendix B) and are in the process of being rated independently by three people using rating scales which assess the boy's attitudes and socio-psychological adjustment in several descriptive areas of research interest.

In addition to the customary records of grades and attendance, each experimental boy was the subject of anecdotal reports written about him periodically during the time he was enrolled in the program. These were submitted by his academic instructors, his work supervisors, and his Employment Coordinator. Records were kept showing the number of police contacts each Experimental and Control boy experienced, the nature of each offense, and its degree of seriousness. These records include any time spent in correctional or therapeutic institutions on court order.

Records of employment include the total number of jobs held by each boy, the number of terminations and the reasons for terminating, the number of placements made by the Employment Coordinators, and qualitative ratings for each boy's work.

The Staff

It was proposed that the W-S staff of work supervisors and study teachers be recruited from those people among the School District's employees who were experienced in vocational education and special education. This wasn't feasible, however, because of the great shortage of these people in ongoing programs.

Consequently the teaching and work supervisory staff were drawn from other areas and assembled in the summer of 1961. Two of the work supervisors were Negro and two were white. Three had taught boys of W-S age, two in physical education and the other one in Common Learnings. The fourth had no teaching experience with this age group. He had previously been a teacher in college and had worked with the youth of his church. In addition he was a skilled mechanic and along with the others, was most interested in the program.

To assist the work supervisors, four college students were employed at an hourly rate of pay. They ranged in age from eighteen to twenty-three years. None was experienced in working with boys of this age but all shared an interest in the program (1, p. 9).

The teaching staff included two white male contract teachers who had taught classes of adolescents, and a Negro female contract teacher with about twenty-five years experience teaching Negro boys of this age and temperament. The fourth teacher was a Negro man who had not taught for twenty years but who had been both teacher and principal of a junior high school. He was employed on an hourly basis and taught W-S boys only. The contract teachers worked full-time teaching W-S boys during the morning and regular classes during the rest of the day (1, p. 23). The teachers varied markedly in their years of experience and as it later was found, in their ability to adapt to the learning problems presented by such marginal youth (5).

To assist the teaching supervisory staff to orient to the special needs of W-S boys, a workshop was conducted from August 14 to August 25, 1961. At this time they considered practical problems which they would likely encounter with their groups. Counselors and administrative staffs from junior and senior high schools were invited to attend the morning sessions at which leaders in the field of education addressed the group and panel discussions followed. Newspaper, radio, and television representatives also attended and gave extensive coverage (1, pp.9-10). As the program proceeded, additional workshops were used for staff development.

Each group of W-S boys was scheduled to have a work supervisor, a work assistant, and a study teacher. However, the work supervisor at West Junior quit on the first day after a fistfight broke out in his group of boys. The teacher of this group consented to temporarily assume the additional role of work supervisor, but because of the limited number of qualified people, this arrangement continued throughout the 1961-62 school year. Recruiting and holding of capable personnel was such a problem that by June, 1964 only two of the original teaching and supervisory staff remained with the program. Of the teachers recruited, several were on substitute status and lacked experience with boys of this age. By this time several of the remaining teachers had to teach W-S boys both in the morning and in the afternoon, a particularly difficult task for those inexperienced with such groups.

Work-Group Experience: Stage I

During Program Stage I the W-S groups met for 2-1/2 hour classroom periods each day. In addition, each boy was enrolled in a half-credit class in the regular school program.

When their classwork was finished, the groups assembled in designated rooms of their home schools before going to their work-projects, but because of the shortage of space, only one school had a regular classroom available for its group for the entire day.

The other three groups had a problem during inclement weather because for the first few weeks of the program no indoor work-projects were available. On rainy days they had to shift from one room to another using any which was available between the scheduled meetings of regular classes.

Eventually facilities were provided for these three groups. Every day after their classwork two of the groups were bussed from their home schools to shop rooms at Manual High and Vocational School. The other was similarly bussed to a basement shop at Karnes Elementary School. The fourth group continued to use several rooms of its home school.

The outdoor work performed by the boys during the early part of the year consisted of unskilled yard and landscape work which required only simple garden tools. Indoor work projects became available in the winter months and included simple repair work, painting, and the refinishing of school furniture. The total group of boys from a given school usually worked together under the direction of their work supervisor. When it became necessary to divide them into sub-groups, an attempt was always made to provide mature male leadership for each of them (1, pp. 11-13).

As Stage I progressed more school-centered projects developed as well as some which were beneficial to the community. City officials and department heads were interested and cooperative with the idea of utilizing W-S boys in community-based projects. However, questions of public liability arose and there was a shortage of qualified supervisors. Consequently only a few such projects were carried out.

Table II on page fifteen indicates the areas of work experienced by the boys in Stage I up to July 1964.

After the second program year a survey was conducted to assess the orientation of the Experimental Groups toward employment. Table III gives the results of ratings made by the work supervisors based upon the boys' performances in the work groups. Each Experimental boy was identified in terms of the following descriptions which was believed most appropriate.

1. Likes to work and does whatever is asked of him.
2. Does not like to work but will when asked or instructed.
3. Is erratic in work-habits--works well one day but not the next.
4. "Goofs off" whenever possible but usually does not bother others.
5. Does not like to work; disrupts group work inciting others to the same activity.

TABLE II

AREAS OF WORK EXPERIENCE IN STAGE I AND EXAMPLES OF TYPES OF WORK DONE UP TO JULY, 1964

Job Categories	Examples of Jobs
Carpentry	Repair park benches. Repair picnic tables. Repair dock facilities.
Painting	Lines and numbers on parking lots. Lines on school playgrounds. Industrial arts machines. Miscellaneous buildings.
Landscaping	Clean and grade running tracks. Clear bush and weeks inaccessible to power machinery. Build drainage ditches to prevent washouts. Build steps to make inaccessible areas available.
Pruning and cultivating	Weed and cultivate rows at school nursery. Cultivate county nursery. Trim and cultivate flowers or bushes at schools and at Nelson Art Gallery
Masonry	Build brick foundations for small cabins and outside toilets. Repair outside picnic fireplaces.
Refinishing	Sand, scrape, and varnish school tables, chairs, desks, and work benches.
Civic Projects	Fill Civil Defense water barrels. Clean trash from public facilities.

TABLE III

WORK ORIENTATION OF EXPERIMENTAL GROUP I AND GROUP II BOYS AS IDENTIFIED BY WORK SUPERVISORS PRIOR TO BOYS LEAVING WORK GROUPS

Group	Number of Boys	Work Orientation in Supervised Group Work							
		Good		Average		Unstable		Poor**	
		No.	%age	No.	%age	No.	%age	No.	%age
X_1	51*	14	27	16	31	6	12	15	30
X_2	97	24	25	27	28	23	23	23	23

*Identifications were not made until the end of the second year so a number of X_1 boys had already terminated Work-Study groups and were not available.

**Combines boys identified in descriptions 4 and 5 (1, p. 22).

In both groups above about one-fourth of the boys were rated as highly motivated toward work in Stage I. Another one-fourth of each group was rated as willing to work when asked or instructed to do so, an attitude considered by the research associates to be fairly typical of teenagers. Thus over half of the boys leaving Stage I were identified by their work-supervisors as having average-to-good work orientation.

Paid Work Experience: Stage II

Program Stage II was begun for each boy sometime after he reached the age of fifteen. This stage differed from the first in that work group activities were replaced by individual part-time employment. Each boy in Stage II worked closely with an employment coordinator who assisted him both in attaining and in holding his job. The efficacy of the combined work group experience and employment counseling is pointed out in Table IV.

This sample shows that a relatively larger proportion of Experimental Boys had paid work experience with supervision than did Controls (4, pp. 9-10).

As Stage II emerged, problems confronted the W-S staff as they attempted

TABLE IV

WORK EXPERIENCE OF 15-1/2 TO 16 YEAR OLD WORK-STUDY EXPERIMENTAL AND CONTROL GROUP BOYS

Research Groups	Number of Interviews	Work Experience*					
		A		B		C	
		Number	Percentage	Number	Percentage	Number	Percentage
Experimental	35	8	23	13	37	14	40
Control	40	20	50	13	33	7	17

* A Indicates no evidence of any paid or systematic work experience.
B Indicates part-time odd jobs; not systematic work experience.
C Indicates paid work with regular hours, pay, and supervised duties.

to find individual jobs for Experimental Boys. Part of the difficulty was inherent in the laws governing youth employment. Such factors as minimum age limitations, obligatory union membership in certain jobs, and the fact that about half of the W-S boys had police records all added to the problem. Instances of bias against employing Negroes and against employing youth in general were noted.

An attempt was made on the part of the W-S Director and Coordinator to develop a community awareness of the problem. The general opinion of management and labor leaders whom they contacted was that 15-1/2 year old boys were too young to hire.

Commitments to place boys when they were sixteen were made by a number of businessmen. Union leaders said that they would attempt to solve problems in their area, but with deference to adult employees. Firm proposals of apprenticeships in the trades were discussed but didn't materialize because of the shortage of openings in these areas.

The boys themselves began to exert pressure on the W-S staff to help them get jobs. Teachers and work supervisors reported that 15-1/2 year old boys were becoming restless and feeling "let down".

Meanwhile the director and coordinator began canvassing businesses door to door. They avoided such obvious places as bars which couldn't legally hire minors and others whose jobs were too technical or who had similar legitimate reasons. A major obstacle encountered by them was negative attitudes toward hiring youth. A report of reactions by various businessmen who were asked includes such statements as: "Kids are lazy. . .", "My insurance won't cover them", and "I've had kids around here before and I always end up short". On the other hand, some employers actually created jobs for the boys and felt that the program was a desirable one (4, p. 25).

During the second year of Stage II finding job placements became less a problem and door to door efforts were no longer as necessary. The situation was eased by the addition of six chain cafeterias to the number of W-S employers.

Some Problem Boys

As Stage II progressed and additional boys were employed, a sub-group began to emerge from among them. These were the ones who were unable to hold jobs for any length of time. Some of them were approaching the age of work Stage III and full-time employment, but had not yet had satisfactory job experience on a part-time basis. This sub-group included the socially and emotionally maladjusted and those without sufficient maturity or foresight to assume the responsibility of employment. They represented ". . . a subgroup who in almost every aspect of their life experience up to this point have demonstrated serious limitations. . . as a productive worker or a member of the community (4, p. 28).

Some employers saw these boys as a challenge and would give any whom they hired every chance to develop as a worker. Of eight such boys placed during one period, six either didn't show up for the job or quit after only a day or two. Two of them, however, considered among the most seriously maladjusted, remained employed for an extended period and showed considerable adjustment (4, p. 28).

Full-Time Employment: Stage III

Work Stage III was begun as each boy ended his school career and was successful in attaining full-time employment. A summary of the total work experience of Experimental Boys was made in the spring of 1966 and is presented in Table V below.

TABLE V

AMOUNT OF SUPERVISED WORK GROUP AND PAID WORK EXPERIENCE FOR EXPERIMENTAL GROUPS I AND II AS OF MAY, 1966

	Supervised Work Group Experience					Paid Work Experience				
Group	No. of Boys	% of Total	Median No. of Months	Q_1 No. of Months	Q_3 No. of Months	No. of Boys	% of Total	Median No. of Months	Q_1 No. of Months	Q_3 No. of Months
X_1	81	93	17	9	21	69	79	10-1/2	6-1/2	21
X_2	97	94	17-1/4	12	23	78	69	7-1/2	3	16

(7, p. 22)

The above figures indicate that a large proportion of Experimental Groups spent at least one year in half-days of supervised work groups while attending classes during the other half day and about half of them spent two or more years in this program. About three-fourths of the X_1 and two-thirds of the X_2 Groups have been placed in one or more jobs with private employers in the community.

A study of the number of job placements and terminations is summarized in Table VI below.

TABLE VI

PAID WORK EXPERIENCE AND JOB PLACEMENTS
FOR EXPERIMENTAL GROUPS I AND II AS OF MAY, 1966

Descriptive Category	X_1		X_2	
	Number	Percentage	Number	Percentage
Boys placed one or more times in paid work	69	79	78	75
Total number of job placements made	235		273	
Average number of placements	3.4		3.5	
Total number of placements terminated	201		237	
Percentage of placements terminated		85		86
Experimental boys working as of May, 1966	34		36	
Percentage of boys available		46		46

(7, p. 25)

The high percentages of terminations shown reflects in part the seasonal and temporary nature of the jobs which were available to adolescents. Table VII summarizes other reasons for terminating.

Less than half of the Experimental Groups accounted for two-thirds of the job placements and terminations. Table VIII divides all Experimental Boys into two subgroups according to the number of job placements they experienced (7, pp. 26-29).

The study went on to reveal that low-placement youth as a group tended to hold each job for a longer period of time than did high-placement youth. They were also fired relatively less frequently, and as of May, 1966 had an average tenure on current jobs which was considerably longer than the high-placement group.

TABLE VII

TYPES AND PERCENTAGES OF TERMINATIONS OF PAID JOBS FOR EXPERIMENTAL GROUPS I AND II AS OF MAY, 1966

Type of Terminations	X_1		X_2	
	Number	Percentage	Number	Percentage
Firing	60	29.0	57	24.0
Seasonal nature of work	38	19.0	46	19.0
Boys quitting	41	20.0	73	31.0
Business closing or lay-offs	15	7.0	21	9.0
Boys not appearing after being placed	7	3.0	2	0.8
Job conflict with school schedule	3	1.0	4	2.0
Moving	-	-	2	0.8
Boys going into service	1	0.5	1	0.4
Illness	2	0.9	1	-
Arrest and confinement	2	0.9	1	0.4
Unknown factors	32	11.0	30	13.0

TABLE VIII

SUMMARY OF PLACEMENT DATA FOR TWO SUBGROUPS DESIGNATED HIGH AND LOW

Placement Subgroups X_1 and X_2	Number of Boys	%age of Total Boys Placed	Number of Job Placements	Percentage of Total Number of Job Placements
Low Placements (1 to 3 Jobs)	87	59	165	32
High Placements (4 or more jobs)	60	41	343	68
Total	147		508	

The director of W-S and the employment coordinator rated the work-adjustment status for each Experimental Youth employed between May, 1965 and May, 1966.

The distribution of these ratings is shown in Table IX below.

TABLE IX

NUMBER AND PERCENTAGE OF WORK STATUS RATINGS ASSIGNED FOR THE WORK EXPERIENCE PERIOD MAY, 1965 TO MAY, 1966

Ratings of Work Adjustment	X_1			X_2		
	Number of Boys	Percentage*		Number of Boys	Percentage	
Very Adequate	15	18	46	22	23	46
Fairly Adequate	24	28		22	23	
Inadequate	11	13		23	23	
Total	50	59		67	70	
No Ratings Assigned**	37	41		36	30	

*Percentages computed on total number of both Experimental Groups: X_1 = 87-2 unknowns = 85; X_2 = 103-7 unknowns = 96.

**Boys in this group were not employed during the time period considered in this table. They represent various adjustment subgroups.

One-fifth of these Experimental Boys were considered to be making excellent progress in their work careers. Both in groups X_1 and X_2 better than one-fourth were identified as showing the same type of potential but they were somewhat immature and their progress was slower (7, pp. 31-32).

School Retention

Part of the Work-Study hypothesis was that Experimental Boys would tend to remain in school longer than control boys. Table X compares the dropout rate of all the groups up to February 1, 1964 (4, pp.7-8).

TABLE X

NUMBERS OF EXPERIMENTAL, CONTROL, AND CONTROL NON-CONSENT BOYS IN GROUPS I AND II CONSIDERED SCHOOL DROPOUTS FEBRUARY 1, 1964

Research Groups	Group N	Number of Dropouts				Total Dropouts	
		Gr. 8 N	Gr. 9 N	Gr. 10 N	Gr. 11 N	N	Percentage
Group I							
X_1	82	3	1	10	2	16*	20**
C_1	20	1	9	9	0	19	27**
$C(N-C)_1$	22	0	0	3	0	3	14
Group II							
X_2	109	0	8			8*	7
C_2	96	3	7			10	11
$C(N-C)_2$	18	0	1			1	6

*Among specific schools, West Junior contributed half of the X_1 boys and three of the eight X_2 boys shown as having dropped out.

**Eliminating West Junior in the above assessment, the proportion of X_1 dropouts is reduced to 13 percent while the proportion of C_1 dropouts remains 27 percent. (4, pp.7-8)

A comparison of school terminations because of suspensions and institutional commitments was also made in May, 1966. It revealed that more members of the X_1 Group left school for these reasons than did those in X_2. Progress report IV suggested that "... X_1 Groups were comprised of relatively more seriously maladjusted boys (7, p. 13)".

With respect to attendance, the first three years of the program showed Control Non-Consent Boys as having the best records in the program. During the same period X_1 Groups tended to be absent more frequently than did their

Controls. X_1 Groups, on the other hand, had a better attendance record than their Controls. Table XI summarizes the group absences for the three program years spent in school.

Differences between Experimental Groups I and II became more apparent when the number of absences of boys who remained in the W-S program are compared with the number of those who left after one year to enroll in a regular high school program. Table XII summarizes these data.

The figures in Table XII show that X_1 Boys who left W-S to enroll in regular high school had fewer absences than either X_1 Boys who remained in W-S or C_1 Boys. In Group II, however, the reverse was true and X_2 Boys remaining with the W-S had fewer absences than those of the group who changed to regular high school or than C_2 Boys.

With regard to dropout rates, by the end of the third year the numbers for Experimental and Control Groups were about equal, except that most of the boys in C(N-C) remained in school. Following the third year the rate of leaving school accelerated for the Experimental Boys but diminished for their Controls. This was not in keeping with expectations based on previous studies of similar youth, most of whom left school by the tenth grade or their sixteenth year. Table XIII indicates the total number of school terminations up to May, 1966.

It can be noted from Table XIII that twenty-five percent of the X_1 Boys and forty-two percent of the X_2 Boys were still in regular school programs as of May, 1966; considerably more than was anticipated.

Progress Report IV pointed out that ". . . Early school leaving among the total group of boys. . .appears to be associated with various individual family and personal characteristics (7, p.17)". However, it was proposed that the differences between the dropout rates of Experimental and Control

TABLE XI

MEDIAN DAYS ABSENCE OF WORK-STUDY EXPERIMENTAL AND CONTROL GROUPS I AND II DURING THE THREE SCHOOL YEARS OF THE PROGRAM

Research Group	8th Grade		9th Grade		10th Grade	
	No. of* Boys	Median Days Absent	No. of Boys	Median Days Absent	No. of Boys	Median Days Absent
Group I						
X_1	74	17-1/2	51	22	34	17-1/2
C_1	61	16-1/2	55	18	44	11
$C(N-C)_1$	22	9	21	7	17	5
Group II						
X_2	93	13	62	7-1/2	29	14
C_2	90	12-1/2	79	14-1/2	51	15
$C(N-C)_2$	19	7-1/2	16	5	15	10

*Number of Boys refers to boys actually enrolled in school for the full school year. In Experimental Groups, Number of Boys refers to boys enrolled in Experimental Groups for at least one semester of a given year. This number does not include Experimental Boys who have left Work-Study and enrolled in regular high school programs (7, p. 14).

TABLE XII

MEDIAN DAYS ABSENT FOR EXPERIMENTAL AND CONTROL SUBGROUPS DURING THE SECOND AND THIRD SCHOOL YEARS OF THE PROGRAM

Research Groups	2nd School Year		3rd School Year	
	No. of Boys	Median Days Absent	No. of Boys	Median Days Absent
Group I				
X_1 Boys Actively Enrolled in Work-Study	51	22	34	17-1/2
X_1 Boys Enrolled in Regular High School	12	9	13	7-1/2
C_1 Boys Enrolled in Regular High School	55	17-1/2	44	11
$C-(N-C)_1$ Boys Enrolled in Regular H.S.	21	7	17	5
Group II				
X_2 Boys Actively Enrolled in Work-Study	62	7-1/2	29	14
X_2 Boys Enrolled in Regular High School	17	10	24	16
C_2 Boys Enrolled in Regular High School	79	14-1/2	51	15
$C(N-C)_2$ Boys Enrolled in Regular H.S.	16	5	15	9

TABLE XIII

SCHOOL TERMINATIONS AND SCHOOL RETENTIONS FOR EXPERIMENTAL AND CONTROL BOYS IN GROUPS I AND II

Research Group	Total No. of Boys	Dropouts by 5-66		School Year Terminating										In School 5-66	
				1st		2nd		3rd		4th		5th			
	N	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Group I															
X_1	70	52	75	1	1*	4	7	10	21	26	59	11	75	18	25
C_1	60	29	50	0	0	9	15	4	22	10	38	6	50	31	50
$C(NC)_1$	25	13	52	0	0	1	4	3	16	6	36	3	52	12	48
Group II															
X_2	81	47	58	0	0	6	7	21	33	20	58			34	42
C_2	86	38	44	2	2	7	10	18	31	11	44			48	56
$C(NC)_2$	17	3	18	0	0	0	0	2	12	3	18			14	82

*Percentages are cumulative

(7, p. 16)

Boys also were influenced by the following conditions:

1. For some boys, work experience and pay which the W-S Program offered, might be preferable to an unsuccessful school experience. This apparently was provided in certain cases.
2. Because W-S was new, its system of academic credits had not been established. Experimental Boys had been expected to drop out either directly from school or after completing W-S. Frequently upon transferring to a regular program they were placed in grades lower than the last completed in W-S. Many were older than their controls and school adjustment problems were common among this group. One solution was to drop out of school.
3. Experimental Groups were probably weighted with more seriously maladjusted boys than control groups. There were no sons of non-consenting parents in Experimental Groups and these boys (C-NC) generally showed the best school adaptation of all the groups.

Based on information from many interviews it appears that the social climate supporting early school leaving was modified considerably in the early 1960's. Many of the boys and their parents expressed the "need" for a high school education.

It appears likely that the interest shown by W-S teachers and supervisors also stimulated many boys to self-assessment and education began to emerge as a significant goal.

It further appears that social pressures influencing youth to stay in school were experienced to a greater degree by Control Boys than by Experimental Boys who knew they would be helped to find jobs once they left school. Perhaps it is significant that the large proportion of Experimental Boys made at least one attempt to establish themselves in a regular school program. Most were unsuccessful. Table XIV summarizes the school status data for experimental boys (7, p. 20).

TABLE XIV

PATTERNS OF TRANSFER INTO REGULAR SCHOOL PROGRAMS AND SCHOOL STATUS AS OF MAY, 1966 AMONG EXPERIMENTAL GROUPS I AND II

Group	Subgroups	No.	%age	Dropped out from Regular Program No.	Dropped out from Regular Program %age	In School May, 1966 No.	In School May, 1966 %age
X_1	Boys Enrolled in Regular Programs	69	69*	42	70	18	30
Total N=87	Boys Enrolled One Time	39	65**	27	69	12	31
	Enrolled Two or More Times	21	35	15	70	6	30
X_2	Boys Enrolled in Regular Programs	70	68*	36	51	34	49
Total N=103	Boys Enrolled One Time	59	84**	30	51	29	49
	Enrolled Two or More Times	11	18	6	55	5	45

*Percentages Computed on N = 87 for X_1; N - 103 for X_2 (7, p. 20)

**Percentages Computed on N = 60 for $X_1$and N - 70 for X_2

The Control Groups show an even higher proportion remaining in school as of May, 1966: Fifty percent for C_1 and fifty-six percent for C_2. Many of them appear to be having difficulty, however. In April, 1966, forty-eight percent of the Control Boys remaining in school were identified as among the three most poorly adjusted boys in their classrooms by teachers who were unaware that they were Control Group Boys (7, p. 21).

In assessing the various groups, it appears that the Control Non-Consent Boys showed much better adaptation to school than the others. They also had fewer incidences of childhood delinquency than did the boys whose parents consented for them to enroll in W-S.

Delinquency

Another part of the W-S hypothesis predicted that juvenile delinquency would be reduced among boys who were inclined to become delinquent if they were provided with systematic work experience over a five to six year period. The first two years of the program was an inadequate duration to test this aspect of the hypothesis properly, but it appears that there was actually an increase in delinquency among experimental boys during this time.

A study of police contacts during the first two program years showed that while Experimental and Control Groups at Central and Northeast High Schools had had about equal numbers of contacts, the X_1 and X_2 Groups at West Junior and Lincoln High showed a marked increase in the numbers of boys with police contacts when compared with their Control counterparts (4, pp. 11-12). This phenomenon may be explained in part by the fact that from the beginning Experimental Groups included both boys who were seriously delinquent and others who were not. A preliminary investigation suggests that a kind of "contagion effect" occurred, that is, the non-delinquent youth were influenced to commit delinquent acts after becoming members of the group. It further appears that a greater number of seriously maladjusted boys were enrolled in the Experimental Groups. The apparently better adjusted Non-Consent Boys had been removed from these groups and the effect was to concentrate those who were more poorly adjusted. Group X_1 had the poorest records in this respect. Juvenile Court commitments accounted for twenty-six per cent of all X_1 terminations from W-S, the largest single cause. By comparison, only ten per cent of X_2 terminations were for the same reason. Terminations by suspensions were also more prevalent among X_1 Groups (7, pp. 12-13).

A later cursory assessment of Experimental Boys on paid jobs showed that delinquency among them apparently was minimal (4, p. 14). It must be stressed, however, that this is only a tentative observation. In fact, the subject of law violation on the part of Work-Study youth is a most complicated one and investigations in this area continue. Relevant police data are being gathered. Longitudinal studies are being developed for each offender in the program and the results are not yet final.

SUMMARIES OF PAPERS ABOUT WORK-STUDY

Several papers have been written about the Kansas City Work-Study Program based on extensive data recorded about each boy since he entered the program. These are summarized in the following section. The first was a chapter prepared for the 1966 NSSE Yearbook concerned with social deviancy of youth.

Masculine Identity and Career Problems for Boys, Ahlstrom, Winton M.(8).

This chapter dealt with the difficulties confronting marginal and alienated youth in achieving satisfactory masculine identification through work experience. Descriptive examples in this chapter are based upon boys in the W-S program. These are used to illustrate the types of career problems boys face, the development of their work-roles, the vocational life-stages they experience, and the career patterns associated with alienated youth.

The five summaries to follow are based upon unpublished papers and are therefore treated in greater detail.

Delinquency Among School Misfits*

This paper reports an investigation of the extent of delinquency among boys before entering W-S, the predictable ways in which they differ from those without prior delinquency, the association of childhood delinquency and later adolescent adjustment, and an apparent "contagion" phenomenon observed in Experimental Groups where boys with early delinquency were grouped with boys who had no prior delinquency.

The following questions guided the investigation:

(1) What is the extent of delinquency among school misfits before enrolling in Work-Study?

(2) Do boys with early delinquency differ in predictable ways with regard to personal adjustment and family status indices from boys who have no early records of delinquency?

(3) Is there an association between early delinquency and later adolescent adjustment in the Work-Study program?

(4) Does the grouping of delinquent and non-delinquent school misfits in classroom and work groups increase the incidences of adolescent delinquency among them, through a possible "contagion" phenomenon?

In this report the term "school misfits" simply referred to boys screened for the W-S Program.

In an effort to better understand individual differences among these boys, research efforts have been directed toward identifying subgroups in terms of childhood and social-psychological characteristics. Attempts were made to identify factors which facilitated or hindered the achievement of social responsibility by these boys.

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*The Work-Study Research Staff, "Delinquency Among School Misfits", unpublished, draft of paper, 1964.

One subgroup which was easy to identify was boys who had police and Juvenile Court records of delinquency prior to their enrolling in the program. These were not used to screen the participants, but careful records were kept nevertheless. A survey of these records revealed that forty-one per cent had been involved in prior delinquency by the time they were in the seventh grade. Three of the eighty-six boys selected for group X_1 had already been committed to institutions for delinquents.

The evidence indicated that such histories of early delinquency had a rather marked association with continued delinquency in adolescence and with other expressions of maladjustment. Thirty-three (90 per cent) of the 37 boys with records of early delinquency also had legal difficulties in adolescence. By contrast, only 23 (43 per cent) of the 53 with no early delinquency showed similar behavior. The prior-delinquency group averaged about four recorded offenses during the first three years of the program whereas the boys whose delinquency started in adolescence averaged only about two and one-half offenses. Fifteen (75%) of the twenty experimental boys committed to correctional institutions during the first three years were those with early records of delinquency.

Dropping out of school was also more frequent among the early delinquency subgroup. They accounted for sixty-five per cent of the total number of dropouts by the middle of the third year.

Table XV summarizes the association of early childhood delinquency with maladaptive adolescent adjustment if two of the following three criteria are employed: (1) adolescent delinquency, (2) dropping out of school, (3) being institutionalized for delinquency during the Work-Study Program.

TABLE XV

ASSOCIATION OF CHILDHOOD DELINQUENCY TO ADOLESCENT ADJUSTMENT AMONG WORK-STUDY EXPERIMENTAL BOYS

Childhood Delinquency Records	Adolescent Adjustment Categories		Total
	Adaptive	Maladaptive	
Yes	f = 11	f = 26	37
No	f = 45	f = 8	53
Total	56	34	90

$X^2 = 27.12$: Sig., level - .001

In general both teachers and work-supervisors rated the boys with childhood delinquency as "poorer" in work habits and values than the other Experimental boys based on performances in the Work-Study Program. Table XVI summarizes the findings.

TABLE XVI

ASSOCIATION OF WORK-STUDY TEACHERS' AND WORK SUPERVISORS' RATINGS ON WORK HABITS AND VALUES TO CHILDHOOD DELINQUENCY

		Work Habits		Values	
Childhood Delinquency	Ratings By	Percentage Rated "Satisfactory"	Percentage Rated "Poor"	Percentage Rated "Satis."	Percentage Rated "Poor"
Yes	Teacher	38	62	20	80
No	Teacher	50	50	41	59
Yes	Work Supr.	38	62	7	93
No	Work Supr.	70	30	34	64

Table XVII contrasts the two subgroups on several indices of family and school which characterize their adjustment and status prior to enrollment in Work-Study. These findings suggest that delinquent seventh grade school

TABLE XVII

PROPORTIONS OF SEVENTH GRADE DELINQUENT AND NON-DELINQUENT EXPERIMENTAL BOYS SHOWING INDICES OF SCHOOL MALADJUSTMENT AND UNFAVORABLE FAMILY BACKGROUNDS

Seventh Grade Delinquency Status	Seventh Grade Indices of Adjustment and Family Status					
	RATINGS			FAMILY		
	Peers' Ratings of High Aggression	Teachers' Ratings of High Aggression	Glueck Ratings of High Delinquency Potential	Family Police Record	Broken Home	Welfare Recipient
Delinquent	65%	65%	76%	78%	61%	65%
Non-delinquent	40%	50%	36%	33%	37%	25%

misfits are somewhat more disadvantaged than their non-delinquent cohorts.

The question was raised concerning a possible "contagion" effect upon experimental boys who had no policy records when they entered the program. More specifically, did the inclusion of boys with childhood delinquency in experimental groups stimulate by association, adolescent delinquency among boys who had no such childhood records? A possibility of this effect was shown when comparisons were made of the incidences of adolescent delinquency among Control and Experimental boys who had no records of childhood delinquency. Table XVIII shows the results of such a comparison.

TABLE XVIII

A COMPARISON OF ADOLESCENT DELINQUENCY AMONG EXPERIMENTAL AND CONTROL GROUP BOYS WHO HAD NO RECORDS OF CHILDHOOD DELINQUENCY

Group	Police Record in Adolescence		Total
	Yes	No	
Control I (No Childhood Police Record)	f = 18	f = 55	73
Experimental I (No Childhood Police Record)	f = 25	f = 27	52

X^2 = 7.21; Sig., level = .01

The results indicated in Table XVIII suggest that Experimental boys with no childhood delinquency stood a significantly greater chance of becoming delinquent during adolescence than did Control Boys with no childhood delinquency.

Factors other than a contagion effect could have contributed to the increased delinquency among the Experimental Boys in Table XVIII. For example, the newness of the Work-Study curriculum, the inexperience of teachers and work-supervisors, and negative attitudes within the schools toward a program comprised of disruptive youth are but a few sources of pressure which possibly operated to increase tension and acting out behavior among experimental boys.

However, if such pressures in addition to a "contagion" factor operated to increase delinquency among Experimental Boys, it seemed plausible that Experimental Boys with disadvantaged backgrounds would be more susceptible to both. Table XIX compares the proportion of Experimental Boys with unfavorable background indices in each of the three subgroups: (1) boys with childhood and adolescent delinquency, (2) adolescent delinquency only, and (3) neither childhood nor adolescent delinquency.

To find that boys with disadvantaged backgrounds also had a higher proportion of records of delinquency might be expected whether they took part in Work-Study or a regular curriculum.

If a "contagion" factor was operating, however, it could be hypothesized that the incidences of delinquency would have been relatively higher among Experimental Boys in general regardless of their backgrounds.

Glueck ratings of delinquency potential were used as criteria for seventh grade indices of family background. These were considered appropriate since they were based upon patterns of family life concerned with cohesiveness and non-cohesiveness, affectional relationships within the family, methods of child rearing, and discipline. Experimental and Control Boys who had no police records prior to the program were compared to find the proportions of those with and without adolescent police records which belonged in the three family rating categories. Table XX summarizes these findings.

TABLE XIX

THE ASSOCIATION OF CHILDHOOD AND ADOLESCENT DELINQUENCY AND NONDELINQUENCY OF EXPERIMENTAL BOYS TO SEVENTH GRADE INDICES OF PERSONAL ADJUSTMENT AND FAMILY BACKGROUND STATUS

Groups	Delinquency Status		Seventh Grade Indices					
			Ratings			Family Variables		
	Childhood	Adolescence	Peers' Ratings of High Aggression	Teachers' Ratings of High Aggression	Glueck Ratings of High Delinquency Potential	Family Police Record	Broken Home	Welfare Recipient
1	Yes	Yes	65%	65%	76%	78%	61%	65%
2	No	Yes	56%	56%	37%	36%	50%	25%
3	No	No	37%	41%	29%	26%	22%	26%

TABLE XX

SEVENTH GRADE INDICES OF FAMILY BACKGROUND AND ADOLESCENT RECORDS OF DELINQUENCY AMONG GROUP I EXPERIMENTAL AND CONTROL BOYS WITH NO RECORDS OF CHILDHOOD DELINQUENCY

Group I	Seventh Grade Indices of Family Background					
	Unfavorable		Average		Favorable	
	No. Rated	% With Adolescent Police Records	No. Rated	% With Adolescent Police Records	No. Rated	% With Adolescent Police Records
Control Nondelinquent Seventh Graders	22	50	8	13	28	14
Experimental Nondelinquent Seventh Graders	16	62	9	44	21	52

Table XX indicates that the Experimental Boys without childhood delinquency were more frequently delinquent than Control Boys without childhood delinquency, regardless of family backgrounds. These figures support a "contagion" hypothesis but must be interpreted cautiously. The samples were small and other unanswered questions bear on the problem.

Future studies will consider the following questions:

(1) Do boys in Group II show similar patterns of association between early delinquency and adolescent adjustment?

(2) If a "contagion" effect can be assumed, how significant is such a factor in the emergence of serious adolescent delinquency among youth having no early delinquency?

(3) How influential in Experimental Groups are boys who are already delinquent when they enter the program? Are they leaders? Do their delinquent acts involve boys non-delinquent prior to Work-Study?

(4) Is there any relationship between "delinquency saturation" of specific school groups and increased incidences of seriousness (or both) of adolescent delinquency among boys without prior delinquency?

(5) Are there changes in group behavior and in the number of delinquent acts among group members when serious delinquents leave the Work-Study group or when they re-enter?

Personal Orientation and Behavior Patterns of Alienated Youth*

This paper attempts to show that "alienated youth" as identified by the W-S screening criteria are actually heterogeneous as individuals and as clusters or sub-groups of boys categorized according to the roles they adopt.

Categorizing alienated youth is difficult beyond the general heading of "school maladjustment", but some can be classified in terms of their highly antisocial orientation. They are described by police and others as "hostile", "bitter", "hardened", "lacking in guilt", and having little respect for society's standards. Characteristically they engage in vicious fighting and are disobedient and destructive. Their emotional instability takes the form of hostility directed toward others. Many have disturbed family relationships and express hatred toward their siblings.

Others among the alienated group can be classified as showing more socially adaptable orientations. Their behavior takes less directly aggressive forms. Usually their delinquency occurs in the pursuit of excitement, such as drinking, stealing cars, and promiscuity. Often they behave impulsively because they are easily triggered by exciting stimuli, but they do not display the seemingly irrational impulsivity of their less socialized counterparts. Typically, their troubles with the law are without premeditation. They gravitate toward gang membership, and keep late hours but are fairly adept at avoiding serious trouble.

Some evidence associates the unsocialized orientation with severe frustration of very early developmental needs. Some current thinking attributes the behavior of the socially oriented sub-group to learned sub-cultural values. Many of this group are charming and likeable and have loyal friends

*The Work-Study Research Staff, "Personal Orientation and Behavior Patterns of Alienated Youth", unpublished, draft of paper, 1964.

within their sub-culture.

Variations of the two orientations can be observed. Some boys display both kinds of behavior. Others are erratic, fluctuating between aggressiveness and social adaptability. For some, the type of behavior they utilize depends upon the situation they are in. Generally, however, most alienated youth under pressure to conform socially will express frustration with varying degrees of physical aggressiveness.

To further illustrate the heterogeneous sub-grouping which can occur among youth in the process of becoming alienated, twenty-five boys so identified in the ninth grade were observed to include those adopting the following roles:

The aggressive tough is similar in behavior and attitudes to the unsocialized orientation type described earlier. Such youth are usually a real threat to the group.

The pseudo-tough emulates the aggressive tough but only in his physical presence. He is supported by the "tough guy" in return for various personal services and when separated from him is usually non-belligerent.

The hostile clown is verbally aggressive. His humor is at the expense of others; frequently teachers. This makes him popular with his peers.

The likeable rascal is not unlike the socialized adaptable youngster described earlier. He has fun and it gets him into trouble sometimes, but he's not a serious troublemaker. He will go along with pranks and join in creating a disturbance, but apparently is not very hostile toward authority. If he likes someone he shows it openly, even if that person is a teacher. His humor has no ulterior motive and sometimes serves to relieve a tense atmosphere. Teachers are often fond of such youth while acknowledging their undependable nature.

The pseudo-alienated child appears as an aggressive low achiever in the seventh grade. Apparently his main handicaps are his inability to succeed in school and his low cultural and economic status. Some of these boys are from cohesive families and have the advantage of hard-working parental models. Frequently, however, these well-meaning parents are limited in their understanding of their children's needs and do not provide adequate support in learning to read and write during the formative years. In high schools these boys are limited in their social skills and their knowledge of hygiene. They are essentially work-oriented but fail in situations requiring abstract reasoning.

The invisible boy is one who appears withdrawn after entering senior high school. He does not participate in class discussions but causes little disturbance. If a teacher pressures him to respond, it is often so disturbing that he truants frequently and usually drops out of school as quickly as possible. A few such boys are usually among the groups identified in the seventh grade as likely to become alienated.

The status seeker is the boy who attempts to impress his peers by boasting about real or fictional material possessions.

The class goat appears in all groups of alienated youth. All of the others can in some way feel superior to this boy; he takes the brunt. Some class goats accept the role passively. Some of them are quickly angered but do nothing. Others seem to enjoy the role and what attention it provides.

The uncertain ones are boys who behave erratically. They participate in group misbehavior but not comfortably. They just go along with the crowd because of group pressure. Often they do things to win the teacher's favor when the two are alone, but misbehave in class to prove their "bad guy" status.

The various roles exhibited by alienated boys really amount to individualistic acting-out by the different group members. Such preoccupation with their own separate needs almost precludes commitment to any group goals. Studies show that their participation in recreational programs such as the Y.M.C A. and the Boy Scouts is quite limited.

Attitudes of Teachers and Work Supervisors Toward The Work-Study Program*

A five-item questionnaire was completed by eight W-S teachers and work supervisors in the spring of 1963. The five categories covered the following items:

I. Attitudes of teachers and work supervisors toward the W-S program.
  a. initial attitudes
  b. attitudes during program
  c. current attitudes
II. The influence of school principals upon the program.
  a. extent of influence.
  b. quality of influence
III. Changes and modifications in W-S suggested by teachers and Work Supervisors in the program.
IV. The best features of W-S.
V. The most difficult problems experienced.

Attitudes of the eight respondents toward the W-S program were unanimously positive. Three were with the program from its beginning. One teacher, while favoring the program, expressed a need for a change in jobs.

While the attitudes reflect a difference in program operation from school to school and as seen by the various individuals, some general statements of assessment can be drawn from this survey.

The group consensus was that a program of this type was needed in the schools but some doubt was felt with regard to how well it would succeed.

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*Work-Study Research Staff, "Attitudes of Teachers and Work Supervisors Toward the Work-Study Program", unpublished draft of paper, 1963.

Most of the respondents considered their interaction with the program as a learning experience. One ". . . developed awareness that some of these boys can be helped. . .", while to another, bringing about a change for the better in the boys became a challenge.

Evaluation of the principals' influences ranged from "(He) has been an inspiration to me . . .",, to "In senior high school the principal did not want the program and we have been neglected from the day we entered". Of the eight, four reported positive influences, and only the one cited above was negative. In one school with positive influence, however, the teacher responding reported that the Vice-Principal didn't like the program and said that "You can't help these kids".

Suggested modifications for the program included shortened study time to prevent monotony, pay for the work groups by the job and not by the hour, enrolling the boys in the sixth grade rather than the eighth, and the provision of working areas more satisfactory than the cramped and poorly lit one in use in at least one school. Also suggested was the focusing on work which the boys would like and which would be useful when employment was eventually sought.

One work supervisor felt the need for transferring the groups away from the school setting. His group worked and studied at the Rotary Camp when weather permitted and during this period was one of the most successful groups in the entire program. A final suggestion was that the boys should not do menial work around their schools where they could be observed by their peers unless they received some special recognition for their efforts.

Among the best liked features of W-S were the small size of the classes, the flexibility which accommodated individual needs, the grouping of class mates of similar ability and socio-economic background, and the close association of boys and adults. One teacher felt that the boys could learn self-control while in this setting but without it would likely be "kicked out of school". One teacher observed that the program ". . .gives the boys hope and a sense of belonging. . .a kind of reprieve in order to find themselves . . .".

Among the most difficult problems, according to this staff, was insufficient time for record-keeping and counseling with the boys. Selling the program idea to parents, teachers, administrators and the boys was also listed. One teacher reported that her colleagues did not accept either the program or the boys and were quick to accuse them of any misbehavior. The lack of adequate kinds and amounts of work during Stage I was mentioned three times, as was an inadequate number of job openings in Stage II. One teacher reported that his group was meeting in a small converted storage room. They used folding chairs and old benches, didn't have a blackboard, and the crowding caused physical contact which led to disruptive behavior as the boys shifted in their seats. Ironically, directly across from the storeroom was a large, bright, airy classroom.

This paper reports a sample of the opinions of the people who were closest to the work-study boys; the teachers and work-supervisors. It pointed up some of the human responses which were experienced working with these youth.

Social and Psychological Characteristics of School Misfits*

This paper was developed as part of Progress Report Number Five of the Work-Study Program which will be included as chapters of a book now being written about the first one hundred Work-Study Boys to reach age sixteen. This paper focused upon the characteristics of the families of the boys.

The Families.

Visits were made to the homes shortly after the boys were identified as seventh grade school misfits and again when the boys were 15-1/2 years old. Observations about each home's cleanliness, its state of repair, and its physical facilities were recorded. They were rated on a three-point scale, and it was found that about one-third of the boys lived in houses rated as "physically very inadequate". The rest were rated either "fairly satisfactory" or "very adequate". Some very adequate homes were found surrounded by deteriorating and disorganized neighborhoods.

Physical Mobility of Families.

Some families were found to have moved frequently from one inner-city dwelling to another. These patterns were studied to find if there was any relevance between mobility and the identification of family sub-groups. The time period studied was from the time the boys entered elementary school until the boy became 15-1/2.

Sources of data on mobility included cumulative record cards, police and Juvenile Court files, welfare records and the research staff's listing of addresses compiled during the time of the study. Two or fewer moves was considered to be "low-mobility"; six or more moves "high-mobility".

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*The Work-Study Research Staff, "Social and Psychological Characteristics of School Misfits", Unpublished, draft of paper, 1967.

These designations while selected somewhat arbitrarily, were based, in part, on national data which found the average U. S. family moving once every five years and other evidence indicating that institutionalized adolescents were from families which were much more highly mobile.

Structure and Organization of the Family.

Family structure included all of the persons comprising each boys' family unit but most importantly the adult or adults responsible for him and with whom he lived.

It was found that forty-three of the 100 boys were at age 15-1/2 living with both natural parents. An additional thirteen lived with a parent and step-parent, (with no step-mothers in the group). Of thirty-eight families with only one parent, thirty-six of them had only mothers. Fifty-four per cent of the complete families and thirty-four per cent of the one-parent families were rated either "relatively stable", or "stable" (the highest rating). However, eight incomplete families (sixty-two per cent), were rated stable whereas only six complete families (fourteen per cent) were so rated.

Family Relationships.

Family interview protocols were independently rated by two persons who attained eighty-five per cent agreement. Four rating categories were used which represented points along a cohesive, non-cohesive continuum of family relationships. They were: "Non-Cohesive"; "Indifferent-Apathetic"; "Elements of Cohesion"; and "Very Cohesive".

It was found that as this group of boys approached the legal school dropout age of sixteen, forty per cent of them lived in homes characterized by family tensions and conflicts or indifference and apathy. In another forty per cent there appeared to be some degree of harmony among family members and about twenty per cent of the boys appeared to experience warm and affectionate family relationships.

While this paper does not deal with relationships between family variables and behavioral outcomes, it does report adjustments characteristic of the group in the school setting in terms of achievement, attendance, discipline problems, and dropout status. It was found that with regard to achievement, sixty-three percent of the group were below average, seventy percent were below average in attendance, over one-half were considered serious discipline problems, and sixty-eight percent were school dropouts by the end of the tenth grade.

Memorandum Concerning Selection of Boys For Work-Study Programs*

This report, based on a study of 100 X_1 boys, investigated possible ways of refining the methods used for selecting boys who may profit from W-S Programs. The study identified a maladaptive sub-group of boys who did not profit from the program. Two of the following three criteria identified a boy as belonging to the maladaptive subgroup: (1) delinquency, (2) early school dropouts, and (3) commitment to institutions.

Tentative analysis indicated that specific screening measures alone, that is, the WAT, Otis, BDC, and sixth and seventh grade point averages were not adequate for identifying boys least likely to profit from W-S.

Although maladapting boys had scored higher on the screening instruments and lower on measurements of ability and achievement, the observed differences were not statistically significant and an overlap of scores was observed between adapting and maladapting subgroups.

Information recorded about the boys, in addition to the measurements above, included: police contacts and juvenile court records prior to the beginning of the W-S program; grades repeated; visiting teachers' contacts; administrators' assessment of the boys' potential for dropping out, and data about each family's socio-economic and cultural status. Of these, the police records of experimental boys prior to their selection for W-S appear to have been the most closely associated with later maladaptive behavior, identifying 74 per cent of them, but misidentifying 20 per cent of those who later showed adaptive behavior.

Glueck ratings based on parental interviews would have identified a similar proportion of those maladjusted boys but would have misidentified

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*The Work-Study Research Staff, "Memorandum Concerning Selection of Boys for Work-Study Programs", unpublished, draft of paper, 1964.

34 per cent who showed adaptive behavior.

The combination of Glueck ratings and police records also identified 74 per cent of the maladaptors, but only misidentified 15 per cent of those with adaptive behavior. However, this combination method is prohibitively time-consuming and expensive.

When prior police records of the boys were used along with those of their parents and siblings combined with certain score patterns on the W.A.T. and B.D.C., 91 per cent of the W-S boys showing maladaptive behavior were identified. This procedure misidentified 25 per cent.

An index of serious prior delinquency (three or more actual delinquent offenses), by itself identified 47 per cent of the boys showing maladaptation. None of the boys with adaptive behavior had had three prior delinquent offenses.

The following kind of information was suggested for screening for future programs:

1. Police records of boys prior to their identification in screening.
2. Police records of parents and siblings.
3. Score levels at or above the median on the W.A.T. and B.D.C.

An arbitrary +1 score value was suggested for the presence of each of the above types of information. Additional weighting of certain of the scores was considered a likely necessity. For example, a parent's police record would probably be weighted higher than a sibling's police record.

Weights for predictive WAT-BDC-police record combinations were also considered to be necessary, but their determination was not apparent at the time of the report.

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APPENDIX A

BUDGET

BUDGET

	Operating Expense		Research Expense
Year	Schools	Other Sources	
Jan. - Aug. 1961	---	$ 10,400	$ 17,300
Sept. 1961 - Aug. 1962	$ 33,400	21,720	27,000
1962 - 63	71,180	29,320	27,000
1963 - 64	71,500	28,640	28,000
1964 - 65	48,900	20,810	31,100
1965 - 66	20,700	15,660	30,200
1966 - 67	7,120	14,270	31,300
1967 - 68	---	---	32,500
1968 - 69	---	---	32,900
Total	$252,780	$140,820	$257,300
GRAND TOTAL	$650,900		

It is proposed that the cost be borne as follows:

Kansas City Public Schools	$ 252,780
Kansas City Association of Trusts and Foundations	75,000
Ford Foundation	323,000

The schedule of payments by the Ford Foundation might be as follows:

1961	$ 40,000
1962	45,000
1963	45,000
1964	45,000
1965	45.000
1966	40,000
1967	35,000
1968	28,000
	$ 323,000

Beginning date -- March 1, 1961

Terminating date -- June 30, 1969

APPENDIX B

INTERVIEW GUIDELINES

15-1/2 YEAR OLD STUDENT INTERVIEWS

POSSIBLE POINTS TO COVER

I. Job aspirations of the boy.

   A. Does boy have any present ambitions for work?
   B. What are the future aspirations of the boy?

      1. Does the boy have any ideas as to how he will attain these aspirations, whether realistic or not?

      2. Does boy realize requirements for the job he aspires to get?

II. The boy's feelings toward school, present and/or past.

   A. Does boy identify with any teachers he likes?
   B. Does boy criticize any teachers or show a dislike for them?

      1. Encourage the boy to give examples of things he likes about teachers and school.

      2. Encourage the boy to give examples of his dislikes for teachers and schools.

III. How does the boy feel toward his family?

   A. Does he feel the family has helped him?
   B. Does the family and home situation create problems for him?

      1. How does the family - mother and/or father help or hinder? (cite examples)

      2. Cite personal feelings toward individual members in the family. (positive and/or negative)

IV. How does the boy see himself in relation to his own personal self in the future?

   A. Would he like to have a fmily of his own?
   B. Would, or does, the boy want to own a car and a home?

V. Has the boy ever been in trouble? Police, school, etc.

   A. Cite the occasions, if possible, of contacts with the police, etc.
   B. How does boy feel toward authority? (school and police)
   C. How has he been treated in relation to the way he thinks he should have been treated in school and by police?
   D. Did the boy have any unusual feelings if involved in the act of stealing, robbing or break-in?

1. Did he get scared during the act?
2. Did his heart pound unusually hard?
3. Was he afraid of getting caught?
4. Did he realize the consequences of his act?

VI. Who are the boy's friends?

- A. Are his friends male? If so, who?
- B. Does he have a girl friend?

    1. What does he like about his male friends?
    2. What does he like especially about his girl friend?
    3. Are his friends older or younger than subject?
    4. Are his friends in or out of school?
    5. If they are out of school, are they drop-outs or suspensions?
    6. How does subject feel about drop-outs?

VII. What does the boy like to do in his leisure time?

- A. Does he go to dances?
- B. Is he with his male friends?
- C. Is he with his girl friend?
- D. Is he on the street with the gang?

    1. What do they do for fun?
    2. What time is he required to be home?

VIII. SELF ESTEEM

- A. What are your good points?
- B. What are your bad points?

Experiment with, "Do you really like yourself?"

17-1/2 YEAR OLD INTERVIEW

RATING SCALE FOR STUDENT INTERVIEWS

SCALE NUMBER TWO

August 5, 1964

I. Attitude Toward School

1. Critical and hostile.
2. Indifferent--has little to say either for or against school.
3. Attitude shaded toward the positive, but is ambivalent about school.
4. Favorable to school. Knows why he want to stay in school. May be out of school, definitely wants to get back for advantages he can discuss effectively.

II. Attitude Toward Work

1. Indifferent toward work. Sees no positive value in it.
2. Accepts the idea of work as good in a vague, general way.
3. Positive attitude toward work is evidenced by the fact that he is working, though this may not be important in his system of values
4. Work is the most important thing in his life. Has made sacrifice to keep a job.

III. Account of Work Experience Quality

1. No work experience at all.
2. Occasional jobs with no indication he has made adjustment as a result of them.
3. Works systematically at one or more jobs but his attitudes are somewhat immature. Doesn't seem to know how a job will help him become a man.

4. Has a job and works steadily at it. He has a mature attitude toward his job.

IV. Attitude of Boy for Parent

1. Hostile and indifferent to parents and would rather not live at home.
2. Indifference--slight indication of positive feeling toward parent.
3. Positive feeling-respects both parents and thinks they are all right. Particularly strong feeling if only one parent is in the home.

V. Sex Experiences

1. Married.
2. Evidence of considerable sex participation. May be father of child but not married.
3. Admits sexual relations.
4. Denies sexual relations.

VI. Attitude Toward Girls

1. Exploits girls without respect.
2. No interest in girls.
3. Responsible relationship with one girl. If there are sex relations, he may plan marriage.
4. Casual relationship--perhaps with several girls.

VII. Delinquency

1. Considerable delinquency with definite hostile attitudes--really anti-social.
2. Considerable delinquency with no particular feelings. Just do what comes naturally at any given time.

3. Some current delinquency-feels some guilt about it or some remorse.
4. No current delinquency but some in the past.
5. No delinquency at all.

VIII. Attitude of Work-Study Boys Toward the Program

1. Doesn't apply.
2. Feels very positive toward Work-Study Program.
3. Essentially neutral.
4. Feels it was not worth while.

IX. Broken Home Situation (Check one or more)

1. Doesn't apply.
2. Firm, positive relation with one person.
3. Erratic relationship-feels no positive relationship to a family member.
4. Hostility toward one relative and not others.
5. Positive relation to non-related parent surrogate.